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ILLINOIS HISTORICAL SURVEY



1847

VOLUME XVII.—1871.

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THE

Illinois Teacher:

DEVOTED TO

EDUCATION, SCIENCE, AND FREE SCHOOLS.

S. H. WHITE, }
E. W. COY, } EDITORS.

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ILLINOIS TEACHER.

VOLUME XVII.

JANUARY 1871.

NUMBER 1.

NOTES, LEXICOGRAPHIC AND LITERARY.—II. .

BY DR. SAMUEL WILLARD.

11. MICROZYME.—A new scientific word, denoting an extremely small solid living particle, of a fungoid nature, producing, under suitable circumstances, fermentation, putrefaction, or epizootic disease. Used by Huxley in his lecture on Spontaneous Generation. Vaccine matter owes its power to microzymes not exceeding in diameter one twenty-thousandth of an inch. The following extract from the lecture will illustrate the new word, and give curious scientific information.

“In autumn it is not uncommon to see flies motionless upon a window-pane, with a sort of magic circle in white drawn round them. On microscopic examination, the magic circle is found to consist of innumerable spores which have been thrown off in all directions by a minute fungus called *Empusa muscæ*, the spore-forming filaments of which stand out like a pile of velvet from the body of the fly. These spore-forming filaments are connected with others which fill the interior of the fly’s body like so much fine wool, having eaten away and destroyed the creature’s viscera. This is the full-grown condition of the *Empusa*. If traced back to its earlier stages in flies which are still active and to all appearances healthy, it is found to exist in the form of minute corpuscles which float in the blood of the fly. These multiply, and lengthen into filaments, at the expense of the fly’s substance; and when they have at last killed the patient, they grow out of its body and give off spores. Healthy flies shut up with diseased ones catch this mortal disease and perish like the others. A most competent observer, M. Cohn, who studied the development of the *Empusa* in the fly very carefully, was utterly unable to discover in what manner the smallest germs of the *Empusa* got into the fly. The spores could not

be made to give rise to such germs by cultivation; nor were such germs discoverable in the air, or in the food of the fly. It looked exceedingly like a case of spontaneous generation; and it is only quite recently that the real course of events has been made out. It has been ascertained that when one of the spores falls upon the body of a fly, it begins to germinate, and sends out a process which bores its way through the fly's skin: this, having reached the interior cavities of its body, gives off the minute floating corpuscles which are the earliest stage of the *Empusa*. The disease is 'contagious'; because a healthy fly coming in contact with a diseased one from which the spore-bearing filaments protrude is pretty sure to carry off a spore or two. It is 'infectious'; because the spores become scattered about all sorts of matter in the neighborhood of the slain flies."

I think that either flies are made thirsty by this disease, or else moisture favors its development; for I oftenest find flies infected with it near the edge of water. A similar disease, called *pébrine* (derived from pepper, because the skin of the infected creature was spotted as if peppered), has for nearly twenty years been destroying the silkworms in France: this disorder comes from a microzyme called by Lebert *punhistophyton*, because found in every tissue of the worm.

12. ARKISM.—"The arkism of Bryant and Faber may very likely come to be regarded with the same sort of new reverence with which the medicine of Galen, the geography of Herodotus, the chronology of Manetho have lately been invested by the last investigations of the great living students of those sciences."—Old and New, I, 643, May, 1870. (*Arkite* is a corresponding adjective.)

Arkism is a system (or chaos) of mythology which derives the sacred legends of the ancient nations from traditions of the deluge, the ark, and Noah. The following from the Encyclopædia Britannica (s.v. *Deluge*) will give the outline of the fantastic theory.

"Mr. [Jacob] Bryant, in his system of mythology, has, with great learning and considerable success, endeavored to show that the deluge was the principal if not the only foundation of Gentile worship; that the first of their deities was Noah; that all nations of the world looked up to him as their founder; and that he, his sons and the first patriarchs, are alluded to in most, if not all, of the religious ceremonies not only of the ancient but of the modern heathens. In short, according to this author, the deluge, so far from being forgotten or obscurely mentioned by the heathen world, is in reality conspicuous throughout every act of religious worship performed by them."

The article goes on to give more of Bryant's theory, of which it is

sufficient to say that modern philology, and the studies of Max Müller, Prof. Whitney and many others, show that it is utterly baseless and fantastic. It was presented in a recent book by Prof. J. P. Lesley (*Man's Origin and Destiny*), which shows how a scientist of note in his own line may stumble in another. Think of interpreting the myth of Tantalus by making Tantalus into Ararat, Pelops into Noah, and Niobe into the Ark, and putting language on the rack to prove it!

13. VERPLANCK.—A recent commemorative discourse by Judge Chas. P. Daly shows that Mr. Verplanck (Gulian C.), in a lecture before the N. Y. Historical Society in 1818, started into currency that now familiar stanza from Bishop Berkeley,

“Westward the course of empire takes its way;
The four first acts already past,
A fifth shall close the drama with the day:
Time's noblest offspring is its last.”

Mr. V. showed at the same time that Las Casas did not advise the substitution of African for Indian slaves, as was before and is still currently reported.

By the way, the Bishop's second line above will afford some word-picker who knows a little grammar, but not much, a chance to complain of bad English: What! four *first* acts? Learn a little more, and find no fault.

14. GLASS.—Rawlinson's *Herodotus* says that the oldest known piece of clear glass is a bottle found in Assyrian ruins bearing the name of Sargon, a usurper who reigned 721–702 B.C., and was the father of Sennacherib. Colored and unclear glass was made long before in Egypt: Wilkinson says that processes of glass-blowing are represented on monuments of Osirtasen I, as early as 3800 B.C. Pliny's story of the discovery of glass is not credible: he says that some Phœnician sailors building fire on the sandy sea-shore and supporting their cooking-kettle on lumps of natron, or soda, found afterward masses of transparent stone in the ashes. But to effect the combination of these materials into glass requires a greater heat than such a fire can give.

15. HAWTHORNE.—Recent discoveries of some college exercises of this author show that in his youth he wrote his name *Hathorne*. Allibone's Dictionary tells us that his earliest published work was a romance issued soon after he left college, but does not give its name. The *Publishers' Circular* (Nov. 1, 1870) tells us that it came out in 1828 (Allibone wrongly says 1832), and its title was 'Fanshawe'. Mr. Nahum

Capen was a member of the firm (Marsh & Capen, Boston) that published it. Hawthorne not only did not put his name on the title-page, but kept his authorship a secret; and within a year before his death he charged Mr. Capen not to reveal it. Only three or four copies of it are known to be in existence; and these are in possession of his friends in Boston and Salem. It has been reported that he tried to suppress and destroy the book; but this does not appear to be true.

16. DICKENS.—This author wrote for his children ‘The Life and Lessons of Jesus Christ’, telling the story of the New Testament. He left the most positive injunctions, however, that it should never be printed. His power of simple pathos and picturesqueness would admirably present to children much of the story of Christ.

17. TOUFFAN.—“From a touffan advancing steadily as a dense wall, whilst the light of day fled before it to reappear as an intense flame of a lurid and fearful glare.”—[*Old and New*, I, 548]. A typhoon: the peculiar hurricane of the East Indies. Our dictionaries all refer this word to a Greek root: are they right? It seems to me much more likely to be a modification of an oriental name, just as *hurricane* is a corruption of a Carib word, and as *simoon* and *monsoon* are local words.

18. DISPRIVACIED.—Deprived of privacy. An expressive word coined by Dr. Bellows in *Old and New*, I, 458. “They see the Homes where alone their public cares are soothed and made tolerable converted into disprivacied parts of the great Hotel of life.”

THE BIBLE IN THE PUBLIC SCHOOLS.

BY PROF. E. C. HEWETT.

For some months past, the air has been full of discussion respecting the propriety of retaining the use of the Bible in our public schools. I believe I have not seen a word upon this subject in the pages of the Teacher. This, I confess, has been a matter of surprise to me. I resolved some time since to write an article, or a series of articles, for its pages, discussing the matter at some length; but have concluded only to state, without much attempt at argument, what seem to me the chief points involved in the question, and the clear conclusions to which I, for one, have come.

Among the best articles that I have seen on this subject are the *Lee-*

tures on Religion in Schools, by Rev. A. D. Mayo, of Cincinnati, published in pamphlet form; and the translation of an address by Rev. M. E. de Pressensi, the eminent Protestant clergyman of Paris. The last article may be found in the *New-Englander* for July, 1870. The question was very fully discussed at the meeting of, we believe, the oldest association of teachers in America,—the American Institute of Instruction,—at its last meeting, held at Worcester, in July. A pretty full abstract of that discussion is given in the *Massachusetts Teacher* for October. It culminated in the passage of the following resolution:

RESOLVED, *That, in the opinion of this Association, the public safety and the highest interests of education demand that the Bible should not be excluded from the public schools.*"

This resolution passed with but two dissenting votes; and, in my opinion, it puts the matter just as it ought to be, and just where it ought to be left for all time.

What is this book that we are asked to put out of our schools? and how came it in the schools? It is the grandest teacher of a pure morality that the world has ever known. It is the greatest awakener of thought that is to be found in our libraries. It contains the noblest and purest teachings on man's nature and duties that we can possibly find. All this, aside from its character as a teacher of a pure religion. But this is not all. Dr. Peabody said, at Worcester, "Our English version has done more than all things else toward educating our children in a pure English education. On mere secular grounds, we can not dispense with it, even were we to admit the inexpediency of religious teachings in our schools." It is the source of our liberty, both religious and political. Because we were a people accepting its grand truths, our fathers succeeded in founding republican liberty on a sound basis. For the want of it, France has failed in the attempt, more than once. Hon. Joseph White, Secretary of the Mass. Board of Education, said, at Worcester, "But the grand fact stands out that republican institutions are the outgrowth of Christianity, and have never existed and can not exist without the Bible. I thank God that this question has to be met in my day." Says Mr. Pressensi, "In fact, the Reformation itself was based upon a Book,—a book by whose divine authority it shielded and upheld liberty of thought, and withstood traditionary servitude." Says Mr. Mayo, "The people of Holland fought half a century, Germany fought a hundred years, for the privilege of reading the Bible. Old England waded through seas of blood to place a Bible in the hands of every Englishman." And this is the book we are asked to close to American youth. And the same reasons

that are urged for the monstrous demand would require the expurgation of almost every school-book before the American public. All allusions to God, all hints of immortality, all tracing through nature up to a great First Cause, must cease, by the same logic. The dirty stories of heathen poets may remain for children to study; but the story of Joseph, or Ruth, or Jesus, they must not hear.

Who make this demand? So far as I know, there are but two parties to it. Those who, living in this free land and enjoying our free institutions, acknowledge a higher allegiance to an infirm old man on the banks of the Tiber, together with foreign radicals who came here because they could not endure the oppression of their native countries,—these, with a few vote-loving native demagogues, make up the party! The request is a modest one: the very liberty and prosperity they came here to seek are due to the book they so violently assail. In the words of Mr. Kneeland at Worcester, "They who join us come into a Bible country, and what advantages we offer them! In what nation on earth can they receive the same? Is it fair in them to ask of us, who cheerfully welcome them to all these advantages, so great a sacrifice?" No, let the American people say to them, "We can spare you: go back, if you do not like our ways: but we can not, *and we will not*, spare the palladium of our liberties, to please either the subject of a foreign High Priest or the renegades from foreign oppression."

But it is well known that this question is only a minor issue. As Mr. White says, "But really it is not a question whether the Bible shall be used in the schools: it is a question whether there shall be any common schools." There is no doubt that this is the real question: the proof is so readily found that it is not worth while to adduce it. Bigots of all sects dislike our common schools; but, so far as I know, only papists make open war upon them; and the avowed object is to use the public funds for the support of sectarian schools. This is a blow not only at our schools, but at all our institutions; and I would resist it equally whether it come from Papist, Episcopalian, Baptist, or Methodist,—resist it, ay, to the *last extremity*. Mr. Mayo says, "We have established the American Common School as a vital part of our political institutions, the corner-stone of our republican order of society. As a part of American society, it recognizes the claims, and lives in the atmosphere, of an unsectarian religion, and we intend neither to be quibbled nor forced away from this central fortress of our liberties. And the American people mean what they say, and have learned how to dispose of all enemies to the Republic who push their hostile theories into rebellious deeds." Let all the people say Amen to this.

But there are some men, members of so-called Evangelical Churches, and some religious newspapers, who recognize fully this ulterior design, and yet say that we should yield the point of the Bible in school, and fight the battle on the main issue,—that we can fight it better so. Shame on such a proposition! We can fight the battle better without giving up any of the outworks. Resist the attack *to the death, and wherever it is first made*. Allow no entering wedge; admit no wooden horse. This great question is before us. It must be met. Let us meet it like men. And let us meet it on the firm ground the Fathers of the Republic stood on. It may shake the nation to the centre. Be it so. We have been once shaken and are the stronger for it. This cause is equally good, and the result is equally sure. In fact, we are assailed with the same argument as before,—the right of the minority to dictate to the majority,—the old argument of State Rights, *gone to seed*.

But what then? In the words of Mr. Pressensi, "Should the Bible be placed, *by law*, in all our schools; especially in those supported by the state, or should there be guarantied on this subject an absolute liberty?" Liberty is the word. Leave the matter just where it is now in the State of Illinois: neither crowd the Bible into school by law, nor allow any body else to crowd it out. I would compel no teacher, *or pupil*, to read the Bible. Such perfunctory reading can only be productive of evil. But, if it is left in the hands of boards of directors or of teachers, will the Bible not some times be excluded? What if it is? Let it be so: if, in any locality, that is the desire of a majority, a general law to the contrary would do no good. Let the citizens of that locality take their own course, and let the responsibility rest on them alone. This is liberty,—one of the fruits of that very book which may be for a time discarded. The Worcester resolution puts the matter on safe ground, and the only safe ground, so far as all state or general action is concerned. And on this ground I believe the American people will place themselves, and 'fight it out on that line', if it takes a generation.

Need I say that, in what I have written, I believe I have been influenced by no hostility to Roman Catholics? I would give them freely every privilege I would give any body, but no more. Neither do I charge that all Catholics are enemies to the public schools. I know it is not so. But the position of the *hierarchy* is unmistakable, and I would resist it coming from them as I would coming from any body else. On this question, any man of any creed or party, or no creed or party, who favors our public schools is on my side; and any man of any creed or party who would destroy or cripple them is my enemy.

NOBILITY OF PURPOSE.

BY E. C. PILLSBURY.

IN every thing that is said, in every thought and deed, there is, or should be, a purpose. What kind of a purpose is the one essential question. When God created the heavens and the earth, He did it, we have no reason to doubt, with a purpose, and that purpose was to make it fit for the habitation of the man yet to be. No pains were spared to make it what it should be; and after all was done, He viewed his six days' work and saw that all was good.

We have no reason to think we can ever be idle or allow the precious time to be wasted, and it depends on *ourselves* whether we use well the time or not. In order to work well, each one must have a purpose and work for that purpose. Our chosen work is teaching, and in that, above all things, should a *true nobility* of purpose be shown. While we work, we have to live; and I fear many of us work only for that end, never giving a thought to the minds and souls that are struggling into light by our side and through our help.

If children see us working only for filthy lucre's sake, they have it impressed upon their very hearts that it is the highest aim of life; consequently they are not taught to love study for study's sake, and it is hard, dry work for them, and harder, drier work for us. What wonder we are noted as a nation given to money-making, when the very children are taught in this manner.

If we, as teachers, make our purpose the cultivation of souls, if we love learning for the soul-warming influences it brings with it, and the high and lofty aims it awakes, we shall, with patience and care, be able to exert an influence over those under our charge that they will feel such an enthusiasm as will make it easy and pleasant for them and delightful for us.

Among all classes there is a lack of purpose, of true high aims, and only that can make life what it ought to be. We live to live, and that is all. We do not cultivate the finer feelings of our natures, or if they ever make an appearance they are crushed down as unmanly and foolish. How many of us cultivate a love for the beautiful among our pupils, by bringing one of God's most beautiful messengers, flowers, into our school-rooms, there to grow and live with the little human plants? How many use the love of melody, which every one has so deeply in his soul that noise and discord are a pain?

Pity for the poor and suffering sons of humanity is another quality which few of us cultivate; and even when *we* have the sentiment, we never use it, thinking we can do nothing. Oh! how we undervalue ourselves, and in *our* positions we can do every thing. We have the clay in our hands, and it is moulded as we mould it. Now it is plastic and easy to be worked; soon it hardens, and only the fiercest furnace heat can melt that soul to tenderness or bring it back to what it once was.

It behooves us, as teachers, to use all means to enrich our minds and open our souls, to cultivate ourselves that we may have wisdom to guide others. This we can not have unless we ever and ever work upward. We must have soul-culture, heart-culture and mind-culture as our object, not only for others, but for ourselves.

We are naturally progressive beings and are not content with standing still, and the knowledge that by this means we are growing nearer the great All-Soul, from whom we came, should be one of our greatest joys.

"HOW MUCH MONEY?"

BY E. J. READ.

IN the December number of the Illinois Teacher appears an article under the above title, and bearing upon the, just now, vexed question of lady teachers' salaries, in which some positions are taken and some principles laid down which are so diametrically opposed to what one reader, at least, has been wont to consider fixed and orthodox, that I beg leave to call the attention of your readers to a brief review of them.

After referring to the St. Louis Board of Education with reference to the salaries of two lady principals of that city, the author says, "It seems to be assumed by many that the *kind* and *amount* of *work* should determine the pay. In other words, if a woman does the same work, in an equally satisfactory manner, then she should receive the same pay as a man. But is this the real question that presents itself to school-officers? I think not."

What, then, we ask, *is* the real question? and repeat the query following: "What principles shall govern school-officers in fixing salaries?" The answer is, The same principles that determine good busi-

ness men in expending money for service. Thus far we agree entirely with the writer; but when we come to inquire what the principles are which should govern good business men, the agreement ends. I believe that the article referred to will justify this nut-shell statement of the author's opinions on the question. In determining salaries, 1st. *Amount* and *kind* of work should have no weight, these *should not determine pay*; 2d. Pay no man a dollar more than will secure like services from another; 3d. Get all the work done you can and in the best possible manner, with the least possible outlay. There is one exception to the second principle. If, for any reason, the good business man has a personal preference for one person over another, business policy will allow several dollars more paid to *him* for the work than it would cost if done by another.

Now for the application of these principles. The winter has been long and hard, gold is high, business dull; many business houses are closed and the employés thrown out of employment. A. T. Stewart, of New York, has a large ready-made clothing department. Hither resort a hundred women, thrown out of employment elsewhere. He has been paying \$1.00 per day for such work as they can do, but the hard times have reduced his profits. Deducting *all* this reduction from the wages of his employés, and he can still afford to pay \$.75 per day. He wants the work: shall he pay the \$.75 per day for it? Here is the principle which, according to our author, should determine. No good business man should consider *amount* and *kind* of work, or pay a dollar more than will secure like services from another. \$.30 per day is better to these starving women than nothing. They will work for that. He employs them, and at once reduces the wages of the 500 already employed to the same terms. "No right, as a good business man, to pay a *dollar* more than will procure the work done." This is a strong case, but is it not a legitimate application of the principles enunciated? And shall we accept such as *correct* and *safe* business principles? Does not the mere recital awaken in every honest mind strong condemnation of the course pursued as wrong, unjust, as an *oppression* of the hireling *in his wages*, against which the judgments of heaven are pronounced?

But, laying aside the question of *right*, *are* these the principles which *do* guide good business men? I do not believe they are. I have all my life labored under the hallucination — if it is a hallucination — that *good business men do*, as of right they *ought*, take into consideration *kind* and *amount* of work, as a *basis* upon which to compute salaries. I have supposed that when A. T. Stewart, Field, Leiter & Co., or the C.B. & Q.R.R., wanted a confidential clerk or treasurer, they computed

the labor and responsibility involved, as well as the worth of such labor to the firm, decided upon a *commensurate* salary, and paid it when the right man was found, without asking, and indeed having no right to ask, whether the work could be obtained at cheaper rates. The reply, were such a question proposed to either of these firms, would, I imagine, be, the *work is worth the money*, we do not wish it for less. I have supposed that as the operations of these firms extended, and the work of treasurer and confidential clerk became more onerous, the salaries have been increased, not because these employés would not remain in the positions otherwise, but because the employers recognize the fact that there is a *direct* relation, in stead of *no relation at all*, between *work* and pay. I have even supposed that in those cases where work is advertised to the lowest bidder the relation between amount and kind of work and amount of pay is still recognized, only that here the laborer is called upon to make the estimate of the amount, and therefore value, of the work, because he best knows the amount.

How does this discussion bear upon the question in hand—salaries of teachers? Let us see. Two men equally well qualified by scholastic attainments and practical experience apply for the superintendency of the schools of Decatur. The value of the work to be done has been estimated by preceding incumbents at \$2000, the Board of Education accepting the estimate. Similar work in adjoining cities of the same size has been estimated by other teachers and school-officers at similar rates. One of these applicants asks that sum; the other, physically incapacitated for any other work within his reach, and obliged to work or starve and let others starve, offers to take the place at \$1000. What shall be the action of the school-officers in this case? There can be no question, replies Mr. Gastman: hire the \$1000 dollar man at \$1000, of course. The Board of Education have no right to spend a dollar more than will get the work done, unless the needy applicant be a woman and the community wish a man, in which case \$1000 may be expended for his services more than would procure the work done by another. According to the principles which *I* have supposed actuated good business men, and which, I am sure, are in accordance with the higher law of right enunciated by Him who said "Behold I come quickly, and my *reward* is with me to give to every man *according as his work* shall be", the educational board may employ the needy man if they choose, but should pay him or her what the *work is worth*, not what the applicant's necessities make him willing to take.

How would these respective courses of procedure affect the welfare of the schools? for this the gentleman very justly considers of par-

amount interest. I answer, unhesitatingly, the first would in the end be destructive to these interests, the second eminently advantageous. If school-officers adopt the principle The least money for the most work, no ultimate basis of right being recognized, it will be quite as proper for the teacher to act upon the counter principle—the least work for the money,—and many will not fail to do it. Again, we prize most highly that which we pay well for; and it is a fact patent to all observers that those communities which pay a *good* liberal price for good teachers prize their school privileges most highly and use them most advantageously.

This effort to divorce *kind* and *amount* of work from its rightful relations to the subject of compensation, and to substitute the principle Not a dollar more than will buy the work, irrespective of its value, is evidently aimed specially at lady teachers, the circumstances of many of whom compel them to teach at terms much lower than they believe the work deserves. And if the principle is adopted, it must of necessity close the door to all hope of pecuniary advancement. But gentlemen must not hope to escape results detrimental to their interests as well. Once persuade school-officers that *money* is of *so much* value, or brain work *of so little*, that it is wisdom to get all they can of the latter for the fewest possible dollars of the former, and the step is a very short one to the conclusion that *there is not much difference*, after all, *between teachers*, and that those who will teach for the least money—irrespective of qualifications—are the best to employ: a conclusion which will be alike disastrous to the schools of Decatur and to the interests of their present superintendent, when it bears its legitimate fruit by removing him and putting in his place a broken-down minister, or unfledged lawyer, because they proffer to work for \$200 less per annum.

This principle of no necessary and rightful relation between *work* and *pay* is not a new one in the world; and while I hold that it is *not* a recognized principle of action with good business men, I can not deny that it *is* recognized as a principle of action by a large class of men, and I read the results in the wide-spread 'corruption' in high places. Why should not the politician, believing thus, pay a few hundred thousands of the public treasure to place his son in office, or keep himself there? It is the *least* he can *get the work done for*, and no matter about the *worth* of the *work* to the public.

Gentlemen teachers and school-officers of Illinois, you can not afford, for the sake of turning back the tide which has set in in favor of advancing the salaries of lady teachers to a basis of right and justice, to advocate or accept principles so pernicious. Besides, the tide is fast

growing too strong to be turned back. It is strong in that it finds an answering chord in every just and generous nature; it is strong in that it is right, and the right must ultimately prevail. Already Brooklyn, N.Y., and San Francisco, Cal., have followed the lead of St. Louis in equalizing salaries for the same work, and the trio will not remain a trio long.

Aurora, Ill., Dec. 14th, 1870.

D R A W I N G . — I .

BY MISS DELIA A. LATHROP.

DRAWING has recently been added to the 'Course of Study' for the public schools of the State of Massachusetts, thus ranking it, in importance, with Reading, Arithmetic, Geography, and Penmanship. This, that Massachusetts has done, we are not to suppose she has done without consideration. Drawing has been regarded an accomplishment, and as such has been every where taught in select and high schools, the pupils of which are supposed to have time and means at their command. But what reasons can be adduced for requiring a part of the few months of the, at most, few years of the apprentice-boy's or factory-girl's school life to be devoted to this mere accomplishment, at the expense of the unquestionably necessary and fundamental subjects before named?

We have in the statement of the above question assumed two things, viz., first, that drawing is only an accomplishment; and, second, that it must be studied at the expense of other and more necessary subjects. Let us examine these two assumptions in answering the following questions.

I. *Is a knowledge of drawing by the pupils of the common schools desirable?* The prime business of the teacher of every school is to stimulate, by properly-assigned school-work, and proper tests as to its accomplishment, to a healthy and vigorous action the intellectual faculties, and at the same time to give such discipline to the body—the organism which all thought must use for its expression—as shall render it most efficient in the service of the intellect. This granted, how is drawing adapted to the teacher's purpose?

It cultivates the observation. All teachers will agree, I think, that children do not, unless compelled to do so, observe closely. In this

work they must study their models carefully, and any failure to do so is at once apparent. This careful looking is so fundamental to success that there can be nothing commendable done without it. In other things there may be a blind leaping at conclusions, undetected by the teacher; in this the issue most certainly indicates the course pursued. And it leads the child to observe in just the direction which will be, in the future, of greatest practical use to him. He is constantly obliged to compare, to judge, to remember, which certainly covers a large part of the field of mental activity. And drawing, like all other work in which the eye must be tutor to the hand, tends to concentration of thought, than which our pupils need nothing more.

Again, *success in drawing depends upon exactness.* It is a difficult matter to lead children to see the necessity of being exact in their work. In the drawing-lesson children can be made to see this, and so be forced to condemn their own carelessness, and acknowledge their failures for lack of it. When a boy can be made to feel and admit his defeat to be the result of his own lack of precision, the teacher has a lever under him, by which he may certainly be lifted, not only to a higher plane of scholarship, but, in his future life, to a higher class of industries.

Neatness of execution is absolutely essential to any praiseworthy results. Correctness of method and conclusion in the working of a problem may, to a child, atone for careless and untasteful execution; legibility may be all he considers it worth while to aim at in his penmanship; but drawing appeals so largely to the æsthetic faculty that his sense of the fitness of things is shocked to see it done slovenly, and his intuitions at once pronounce such an exercise a failure.

Drawing, properly taught, stimulates the inventive faculty. It is but trite to say that we are largely indebted to Europe for tasteful inventions, even as applied to our productive industries. This is easily accounted for: indeed, we could not expect it otherwise. The hard necessities of the past have compelled us to the service of the inflexible, ungarnished taskmaster Use; but now that we have the means and leisure to develop our latent national talent, there is no reason why his authority should not be tempered by the gentler and sweeter influence of Taste. To the development of tasteful invention drawing, skillfully taught, directly and necessarily leads. How this inventive taste and skill may be applied in the development of our national resources; how it may be made to contribute directly to the brightness of the poor man's home, and indirectly to the increase of his wealth; how its fairy wand can change the 'pitiful hovel' to the 'vine-clad cottage' of the

poets, we all clearly understand. The necessity for being less prodigal of our 'raw material' and increasing the market value of our products by skilled labor will become more and more apparent as our population increases and our resources, hitherto practically infinite, are found to have limits. It will then appear as it does not now that drawing and allied studies are not accomplishments merely.

Madame Cavé, upon this point, well says, "We may safely assert there is no man of leisure who has not a thousand times regretted his ignorance of drawing, either when he has wished a house built, an article of furniture made, a garden laid out, or to preserve the remembrance of some locality, some noted edifice or work of art. And where is the industrial profession which has no need of drawing? The joiner, the cabinet-maker, the carpenter and the builder, the florist, the embroiderer, the milliner, the mantua-maker, the manufacturer of shawls and cloths, the crockery-maker, and a thousand others, are only imperfectly acquainted with their occupations if they are strangers to this art. It imparts taste, and enables them to select beautiful designs, impressing their work with that seal of elegance which renders them sought after.

"If we revert to ancient times, not only do we find monuments and works of art which strike us with admiration, but the vessels and commonest utensils are in the most exquisite style. Why are the artists and even the workmen of antiquity so superior to our own? Why do we at the present day so servilely copy the ancients, distorting their works in our vain attempts to equal them? As to the artisans whose works have emerged, to our great astonishment, from the soil of Pompeii, we do not know that they could read or write, but they certainly knew how to draw, and much better than the majority of our artists. Evidently, the art of drawing was not in Rome, as with us, an accomplishment. An accomplishment, a superfluous something, superficially acquired and quickly forgotten, is the name now bestowed upon the art which, to the artisan, is at least as useful, as necessary, as the art of writing.

"We say, then, to artists, in order that they may instruct the people—to the people that they may listen to the teaching of the artists, 'Whoever would wield to advantage any industrial profession should learn to draw.' We say to the rich 'Your children may be deprived of the wealth you now enjoy: let them learn to draw, and in misfortune they will bless you for having given them a talent, an invaluable resource, which no one can take from them.'"

II. *If drawing is studied, must it be at the expense of reading,*

arithmetic, geography, and penmanship? Decidedly, No. As much of these may be learned with drawing as without it. Truth, like a circle, has no extremes. Every link of the unending chain is a guide to every other link, begin where you will. A fact learned in drawing is true for penmanship, for mathematics, in its proper application is true every where. The fault is with the teacher if the facts learned in each subject are not made to serve a purpose in all the other lessons of the day. It certainly should be so, so that children may get some idea of the relations and application of the knowledge they obtain, or, rather, that the isolated facts may be wrought into knowledge.

Then, in order to the best and most rapid development, there must be *variety* of school work. The terror of prison life is largely owing to its monotony. There is monotony of movement; monotony of diet; monotony of surroundings; monotony of occupation; monotony right, left, above, below; until soul and body lose all glow and elasticity, and gloom, like an immense bird of prey, settles upon its unresisting victims.

At the National Prison-Reform Congress, held in Cincinnati in October last, Sir Walter Crofton, the projector of a system of prison reform in England, stated his plan for subduing refractory prisoners. It is not, as one might suppose, privation of food, severe labor, or excruciating physical pain; but simply putting the culprit in a bare room, alone, to turn the crank of a hand-mill for breaking stones, which, he understands, when broken, *are used for no purpose whatever*, simply wheeled out of the way. No prisoner can endure, unbroken, such discipline. A day of this employment is tedious; a week, distressing; a month, insupportable. Solitude, monotony; mere mechanical employment, and that *worse than utterly unproductive!* Certainly 'Labor (to an end) is rest, and pain is sweet', compared to life under such conditions. And yet (I shudder to ask the question), do not the elements of this prison discipline enter too largely into the constant life of our schools? How much of monotony; how much of mere mechanical drudgery and no thought; how much of, to the child, useless labor is the work of every day! Who wonders that studious children tire of it; that dull children who apprehend least of the meaning of school life even hate it! Let us have more variety, more play for inventive genius, more school work of which the child sees the practical value, and school will be a brighter, holier place.

Cincinnati Normal School, Dec. 1870.

HEATING AND VENTILATION.

AFTER an experience of more than twenty years in the school-room, I am of the opinion that the construction of the building and the arrangement or kind of heating apparatus have less to do with good ventilation than the care taken by the teacher. I am also of the opinion that, with attention to the subject, he can heat and ventilate his house to the entire satisfaction of the most fastidious pupil or parent.

All that is needed is a little watchfulness. Let this begin when he enters the school-house at 8.30 A.M., or earlier, if the weather is very cold. If the thermometer indicates too low a temperature, the doors and windows should be closed and attention given to the fires. This done, by nine o'clock you will have a good start on your day's work. Now open a window on the windward side of the room a little and two or three on the leeward side a little more. They should be opened at the top always. If not properly constructed for lowering from the top, they should be made so. With proper attention to the stoves and thermometer, proper heating and ventilation will not be very difficult. /

If change is needed, the windows should be raised or lowered but a little at a time. Do not get excited, if the room becomes a little cold, and fill up the stoves as though you were a fireman on a racing steamboat. Be moderate. In the mean time, see that every scholar has something to do, to keep him out of mischief. Hear all the classes you can; keep all at work; and you will not heed the cold, unless your ventilation—not including the windows and doors—is in advance of your heating facilities. Should such be the case, and should the thermometer fall below 60°, the health of your pupils demands that the school be closed till milder weather.

B. R. C.

"KEEP STILL!"

BY PROF. J. A. SEWALL.

I HEARD the teacher say "Keep still"—in a voice not the best tempered, to about two score of six-year-old pupils, near the close of the session, and I thought it too bad—for the little folks,—and I resolved to write a piece for the Teacher about it. I have no fire in the study, and so I write here in the sitting-room. The children—three of them

—are playing about—laughing, talking, jumping, running, tumbling, dancing, waltzing, and (if I were given to such expressions I should say) ‘raising thunder’. And now, Mr. Editor, before I had written *six lines*, I had exclaimed three times, in a voice not the best tempered, “*Keep still!*”

Yet I am resolved to write my piece for the Teacher. Yes, I still persist in saying that it is *too bad* for the little folks. Is this tendency in children to be on the move all the time, when awake, an evil, or a good one? Is it one of the evidences of original sin? or of total depravity? Is it the Devil! or is it ‘*nature*—that is, God’? I can answer these questions so as to satisfy me.

Muscular activity is absolutely necessary to the physical well-being of the child. He must move, or die. He can not keep still, for any length of time, without doing injury. The bones are soft—more cartilaginous than osseous; his muscles are not strong—they need constant rest, and they can get this rest only by change,—one set *acting* while another rests, and the rested ones acting and relieving the others. A child seldom does the same thing for any length of time. Turning a grindstone soon ceases to be *fun*, though a few revolutions might be as much enjoyed as they are New Granada. Why I have been watching my *three* this evening—for I am letting them go it loose,—and I believe that each one has used every voluntary muscle in the body, from the *sartorius* to the *thyro-arytenoidæus*,—and they seem to be happy; and I am sure they are remarkably healthy.

But children can not be allowed to do as they please—move, and make as much noise as they are *naturally* inclined to—when they are in school. It is n’t nature for a child to sit still; yet if that child goes to a modern school—and modern schools are better than any of the past,—he must, at least for a time, sit still. So man, in a state of nature, has, ‘all out-doors’ for his breathing-space, while the civilized man lives beneath a roof, and between walls, where the air is not so pure or so abundant as it ought to be.

The civilized man regards the house as a necessity, and the intelligent man realizes that the house, while it shelters him from the summer’s sun and the winter’s storms, deprives him of pure air; and so he does the best he can, by ventilating his house, to remove the difficulty. And so, in our dealing with children in school, we must recognize the teachings of nature, and adjust our plans, as far as possible, to correspond with these teachings.

No school-room for primary pupils should have more than forty seats: these should be comfortable—single seats with desks.

It seems to me that *three hours* is as long as children of the primary grades should be held in school, and the greater part of this time they should not be required to 'keep still'. I have heard teachers 'brag' about the *silence* and *stillness* of their schools. An undertaker might boast of the same of *his graveyard*.

I do n't think *confusion* is a good thing; but an *organized noise* may be healthy in every particular. *Disorder must not be permitted*. A stiff silence, long continued, is worse than disorder.

Direct muscular activity, not *suppress* it. We must learn to regard children as the great poetess does flowers—'Nature's offerings'; and if disposed to find fault, or to get out of patience, let us not forget that the children are not wholly or mainly to blame, but Nature, and so learn to spare the rod—some—and *rail* at Nature—if we must. It will be better for the children—and no worse for us, perhaps.

"Of such is the Kingdom of Heaven."

If that little boy or girl who has been confined in the school-room six hours a day and five days in the week goes to church on Sunday, and hears the pastor read this text, would his idea of *heaven* be very high and inspiring, if he had visions of sitting—away up there some where—still and stiff—and if he dared to move, have Miss Jones—now a glorified angel—remind him that he was in *heaven* now, and that he must 'keep still'? Would not some *other place*, where he *could run round* a little, be more desirable? A very still school may give a *teacher* a kind of reputation that may be sought, but it give unnecessary pain to the forty or fifty *children* kept still.

I think we ought to give more attention to *physical and moral culture*, though perhaps no less to intellectual drill, "*Docet ut Natura*."

Normal, Dec. 11, 1870.

WITHOUT THE CHILDREN.

O the weary, solemn silence
 Of a house without the children!
 O the strange, oppressive stillness
 Where the children come no more!
 Ah! the longing of the sleepless
 For the soft arms of the children!
 Ah! the longing for the faces,
 Faces gone for evermore,
 Peeping through the open door!

Strange it is to wake at midnight
And not hear the children breathing,
Nothing but the old clock ticking,
 Ticking, ticking by the door.
Strange to see the little dresses
Hanging up there all the morning;
And the gaiters—ah! their patter!
 We will hear it never more
 On the mirth-forsaken floor.

What is home without the children?
'Tis the earth without its verdure,
And the sky without its sunshine;
 Life is withered to the core!
So we'll leave this dreary desert,
And we'll follow the Good Shepherd
To the greener pastures vernal,
 Where the lambs have 'gone before',
 With the Shepherd evermore!

Youth's Companion.

EDITORIAL DEPARTMENT.

NEEDED LEGISLATION.—In the legislation of this winter there are a few things relating to our school system which demand careful consideration and important modification. The advantages of the township system over our present one have been so fully discussed heretofore, and are so apparent to all who have considered the subject, that the educational men of the state are, we believe, united in asking its adoption.

The question of compulsory education is a momentous one, upon which very diverse opinions are strongly held by the best educators. Though there is a present tendency to favor it, the public mind is not yet ready for action. There is, however, a necessity that something be done in that direction. The Supreme Court has decided that a reform school can be made available only in case of boys who have been found guilty of some crime. On the other hand, the popular feeling against severe discipline in school forces teachers to send away a quite numerous class of incorrigibles—who most need the benefits of instruction—to get their education in the street. Between the two schools there is a wide gap, occupied by many children too wicked for one and not far enough gone for the other. The present system seems calculated to fit the wayward boys of society for the school for criminals. There should be some general feature engrafted upon our system providing for the organization of separate schools for pupils who can not be managed in the common schools, and compelling their attendance upon them. A provision is needed, also, to compel idlers, vagrants and truants to attend school. This

class of youth is very large, especially in the cities,—large enough to counteract to a great extent the good effects of the best system of instruction.

In the general legislation a provision for the establishment and support at public expense of free libraries and museums would be a desirable feature of the educational system of the state. As an educational power, such agencies have been found to be most salutary. In the cities of Europe and in some in our own country they are largely patronized by a class of people who are too poor to supply their own reading, and who, through their influence, make better citizens and valuable members of society.

MONTHLY REPORTS.—The following are the reports of the schools of the towns named for the month of November. Our friends are requested to send in their reports as early as practicable, to insure their insertion.

TOWN OR CITY.	No. of Pupils Enrolled.	No. of Days of School.	Average No. Belonging.	Av. Daily Attendance.	Per ct. of Attendance.	No. of Tardinesses.	No. neither Absent nor Tardy.	PRINCIPAL OR SUPERINTENDENT.
Oak Park.....	105	18	100	96	96.4	5	61	Warren Wilkie.
Bloomington.....	2075	20	1962	1912	97.4	368	1281	S. M. Etter.
Lasalle.....	656	19	571	531	93	224	176	W. D. Hall.
Mattoon, West side.....	302	20	266	245	92		52	J. S. Thompson.
Peoria.....	2199	20	2034	1984	95.2	183	999	J. E. Dow.
Odin.....	182	21	156	143	91.4	377	21	L. H. Kilborn.
Belvidere.....	330	20	314	293	93	46	157	H. J. Sherrill.
Kankakee.....	771	18	659	607	92	297	216	A. E. Rowell.
Creston.....	102	21	100	92	91.8	20	40	P. R. Walker.
Aurora.....	1425	18	1349	1264	93.7	246	519	W. B. Powell.
Macomb.....	628	19	601	577	97.4	145	331	M. Andrews.
Cairo.....	540	20	510	468	91.7	49	239	H. S. English.
Marion.....	169	16	158	150	95	111	72	E. Philbrook.
Chicago.....	30727	18	28581	27654	96.7	6572		J. L. Pickard.
St. Charles, West.....	157	20	145	128	90	250	41	C. E. Mann.
Shelbyville.....	395	19	393	362	92	196	122	J. Hobbs.
Clinton.....	532	19	503	478	95	17	314	S. M. Heslet.
Lewistown.....	384	19	343	331	96.4	170	151	Cyrus Cook.
Batavia.....	193	16	178	170	95.5	139	50	H. O. Snow.
Normal.....	374	18	355	342	96.2	72	193	Aaron Gove.
West and South Rockford.....	1184	18	1121	1033	92	381	463	J. H. Blodgett and O. F. Barbour.
Forreston.....	196	21		182	92.8	60	119	M. L. Seymour.
West Aurora.....	534	20	510	480	94.2	118	175	Frank H. Hall.
Byron.....	93	19	89	75	85.2	47	36	C. D. Mariner.
Decatur.....	1527	17	1456	1391	95.6	157	829	E. A. Gastman.
Henry.....	347	20	311	290	93.1	96	163	J. S. McClung.
Mason City.....	361	18	334	317	95.8	3	222	Frank C. Garbutt.

SECTIONAL HISTORY.—

"A 'Southern School History of the United States', which abounds in misrepresentations of the North, has been indorsed by a majority of the School Board of Louisville, Ky., and a very lively commotion has resulted among the Union citizens, who object to its being introduced into the schools as a text-book."

We trust that the above paragraph, now going the rounds of the newspapers, is not true. The people of both sections of the country, especially the educated portion of them, should realize the fact that the cause of neither education, truth, humanity, nor country, is served by trying to keep alive that spirit of hatred which has so long embittered the feelings of the people of the two sections. The public schools, more than all other agencies, are calculated to remove caste, and to cultivate a spirit of equality of attainment and of privilege on the part of the youth of the land. Nothing should be introduced into them which tends to counteract this spirit.

STATE NORMAL SCHOOLS.—We give below a list of the State Normal Schools of the country, with their location, name of the principal officer, number of pupils for the last school year, length of their course of study, and date of organization. The table has been compiled at the expense of considerable labor, chiefly through correspondence with persons officially connected with the schools themselves, and is believed to be correct. The number of pupils is that given in the latest catalogue, or is reported by some officer of the school. In most cases, it is for the year ending July, 1870; in one instance (the Cortland School, N.Y.) the number is for the year ending October 1, 1870. It has been our intention to make the list embrace all schools of the kind. It is the most complete statistical statement ever made out, and will be of great value to those interested in normal schools.

STATE.	LOCATION.	PRINCIPAL OR PRESIDENT.	No. Pupils 1869-'70.	LENGTH OF COURSE OF STUDY.	When Es- tablished.
Massachusetts.	Framingham.	Miss A. E. Johnson.	146	(Regular Course, 2 yrs. (Advanced " 2 yrs.)	1839
"	Westfield.	J. W. Dickinson.	167	Same as above.	1839
"	Bridgewater.	A. G. Boyden.	192	" "	1840
"	Salem.	D. B. Hagar.	216	" "	1840
New York.	Albany.	Joseph Alden.	330	2 years.	1844
"	Oswego.	E. A. Sheldon.	432	(Element. Eng. C'rse 2 yrs. (Advanced " 2 yrs. (Classical " 3 yrs.)	1862
"	Brockport.	Charles D. McLean.		Same as above.	1867
"	Fredonia.	J. W. Armstrong.	165	" "	1868
"	Cortland Village.	James H. House.	322	" "	1869
"	Potsdam.	Malcolm McVicar.	134	" "	1869
Connecticut.	New Britain.	I. N. Carleton.	132	3 years.	1850
Michigan.	Ypsilanti.	D. P. Mayhew.	312	" "	1852
New Jersey.	Trenton.	John S. Hart.	279	2 "	1855
Illinois.	Normal.	Richard Edwards.	429	3 "	1857
Pennsylvania.	Millersville.	Edward Brooks.	723	(Elementary C'rse, 2 yrs. (Scientific " 2 yrs. (Classical " 2 yrs.)	1859
"	Edinboro.	Joseph A. Cooper.	455	Same as above.	1861
"	Mansfield.	Charles H. Verrill.	251	" "	1862
"	Kutztown.	John S. Ermentrout.	301	" "	1865
"	Bloomsburg.	Iceny Carver.	281	" "	1869
Minnesota.	Winona.	Wm. F. Phelps.	185	2 years.	1860
"	Mankato.	George M. Gage.	136	" "	1868
"	St. Cloud.	Ira Moore.	52	" "	1869
California.	San Francisco.	Wm. T. Luckey.	198	" "	1862
Maine.	Farmington.	Charles C. Rounds.	206	" "	1861
"	Castine.	G. T. Fletcher.	195	" "	1864
Kansas.	Emporia.	L. B. Kellogg.	180	3 years.	1865
Maryland.	Baltimore.	M. A. Newell.	170	2 "	1865
Wisconsin.	Platteville.	E. A. Charlton.	184	3 "	1866
"	Whitewater.	Oliver Arey.	188	" "	1868
Vermont.	Randolph Centre.	Edward Conant.	256	(Elementary C'rse, 2 1/2 yrs. (Advanced " 1 1/2 yrs.)	1867
"	Johnson	S. H. Pearl.	175	Same as above.	1867
Nebraska.	Peru.	J. M. McKenzie.	102	3 years.	1867
West Virginia.	Marshall College P.O.	S. R. Thompson.	118	(Elementary C'rse, 2 yrs. (Advanced " 2 yrs.)	1868
"	Fairmont.	J. C. Gilchrist.	50	" "	1869
"	West Liberty.	F. H. Crago.	50	" "	1870
Indiana.	Terre Haute.	Wm. A. Jones.	72	" "	1870

* For the year 1868-'69.

By referring to the date of the establishment of these institutions, it will be observed that it has been thirty-one years since the first of them was organized. During the first ten years of this period five schools were established; during the next decade, five; and during the last eleven years, twenty-six. Eighteen have been opened during the last five years. Others are now being built. Wisconsin has a new building nearly completed at Oshkosh; Kansas, at Leavenworth; Illinois has one well under way at Carbondale; and New York will soon open two more schools—one at Geneseo, and one at Buffalo. These facts, to say nothing

of the many other normal schools of a lower grade than those in the above list, are very strong evidence, not only that these institutions are calculated to meet an imperative want in our system of education, but that the people demand them. That the system is perfect no one claims. It has its serious defects. But the idea upon which they are based lies in the right direction, and time will be necessary to properly develop it.

It may be well, at this time, when the system of normal schools is comparatively new, and when the tendency to establish others is greater than ever before, to refer to some of the defects of the present plan of organization. A glance at one or two facts in connection with the length of the course of study, as shown in the above table, will reveal one of these defects. Of the schools whose course embraces four years, that in Michigan is the only one which has adopted this plan long enough to have classes in the fourth year. By the latest catalogue that school had 342 pupils, distributed as follows: 18 in the fourth year, 17 in the third year, and 61 in the second year; leaving 246, or over 70 per cent. of the whole number, below the second year. Of the schools having a course of three years, those in Illinois, Kansas, and at Whitewater, Wisconsin, are the only ones which may be considered to have classes fairly organized through their whole course. These three schools had in the aggregate 793 students during the last year, of whom 64 were in the Senior class, 184 in the Middle, and 545, or over 66 per cent. of the whole, in the Junior class. The catalogues of the schools having a course of study for two years do not distinctly state, save in very few instances, the number of pupils pursuing the studies of each year, so that a definite ratio similar to that already found can not be ascertained concerning their attendance. It may be presumed, however, that the experience of these schools is not materially different from that of those named. Assuming this to be the case, it appears that only a fraction over 30 per cent. of the pupils of the State Normal Schools of the country pass beyond the studies of the first year.

The lesson plainly taught by these facts is that it is poor economy for the state to establish an extended course of study for each one of several normal schools. A school having such course requires a more numerous corps of teachers and larger building accommodations. It is probably safe to assume that in such a one each class advanced beyond the second year would occupy, on an average, about the time of one teacher. The aggregate of pupils in the four schools already named, having courses of study extended beyond two years, is 1135, of whom 245 are in the second year and 81, or one-fourteenth of the whole, in the third year. With the majority of well-established schools this ratio would give classes of from 10 to 16 pupils in the third year. With a course of four years it is evident that the size of the classes would be so small as to destroy, to a great degree, the interest arising from numbers, besides being much more expensive. Profit in instruction and economy in expenditure, both alike, seem to demand the gradation of the system of normal schools. A given amount of money expended in the support of a larger number of schools having a course of not more than two years, perhaps not more than one, with a single one of a higher grade, would more successfully accomplish the work of supplying the mass of our schools with better-qualified teachers.

At a future time we will refer to this subject again.

TEMPERANCE.—The other day we noticed a statement that in one of the public schools of Illinois two or three boys became so drunk that they could not stand to perform an exercise at the blackboard. We have heard of previous instances of pupils staggering into the school-house from intoxication. Where an extreme case of this kind occurs, there are scores of a milder character, and accompanying evils exist to a still greater extent.

In consideration of these facts, who can doubt that there is a higher duty resting on teachers than to impart instruction in text-books? for, so long as these boys' habits remain as now, any amount of learning will not make them respected and useful members of society. It may make them more dangerous members, more cunning villains. The teachers' highest work is outside of and above text-books: it is to form character.

In a tract on *Temperance in Public Schools*, Prof. Hoss, of Indiana, has referred to this higher duty of teachers in the following words. They are worthy of being read and heeded by every teacher.

"The timid or indifferent teacher may say, 'I am under no obligation to do this work.' Dear Teacher, consider well before you thus decide. Has a teacher filled the high mission of an educator, when he has taught a few facts in geography, or a few rules in grammar, or a few principles in physical or political science? Surely not. If so, where are *manners, morals, and character*? Are these less than grammar, geography, botany, or geology? No, they are infinitely more. As the soul is more than the body, heaven more than earth, so these are more than those. But as the greater includes the less, or the whole includes all the parts, so manners, morals and character include temperance; and as the teacher is bound to teach and develop these, so is he bound to teach temperance. The teacher's work is one of morals as well as of intellect. He who denies this would rob the teacher of his noblest prerogative. He who would divorce moral culture from intellectual culture is either deceived or vicious. In either case his counsel is not to be followed. Hence, Teacher, in our deliberate judgment, your duty is clear. You are under obligation to aid in this work."

PROFIT OF EDUCATIONAL JOURNALS.—The Ohio Educational Monthly makes the following pointed reference to this subject:

"At the late meeting of the State Teachers' Association of Massachusetts, the finance committee reported an indebtedness of \$1,440, after deducting all reliable assets. This debt has been incurred by the Association in publishing the Massachusetts Teacher, the greater part having accumulated during the war. The Teacher is one of the oldest, ablest, and best known of the state educational journals, and it is surprising that it has not paid expenses, even under the bad financial management of an Association. The committee's report is a great muddle, but we gather from it that the receipts from the state, last year, were \$800, and from subscriptions, \$2,466.75. The receipts from advertising are not given. The cost of publishing the Teacher was \$2,648, which, we take it, does not include office-rent, clerk's wages, etc. The amount due from delinquent subscribers is reported at \$1,291! The annual loss from this source has been from \$500 to \$800. The Association did two wise things. An earnest effort was made to liquidate the debt, and \$1,100 were raised on the spot. It was next voted that future subscriptions shall be paid *in advance*—a step which should have been taken years ago. This financial experience of the Massachusetts Teacher, with the professional spirit of Massachusetts teachers to sustain it, shows that educational journals are not money-making enterprises. Nor does Massachusetts afford the only illustration. The Michigan Teacher, now closing its fifth volume, has, we believe, never paid expenses, and yet it is one of the very best journals of the kind in the country. The Pennsylvania School Journal has just changed hands, and the chief reason given by the veteran

retiring editor is 'a want of compensating support'. There is no educational journal in the country that pays adequately for its editing and publishing."

Alluding to his own experience for the past year, the editor of the Monthly says "The actual cost of publication was several hundred dollars more than the total receipts from subscriptions." Such, we venture to affirm, is the experience of every educational journal in the country. The editor of the Monthly is one of the ablest of our educational men, and is free to give his time largely to his journal. There are other journals which receive the whole time of the editor and are conducted with enterprise and ability. Some of them live by means of state aid, others of them are quite largely missionary enterprises. These facts should lead the teachers of the country to feel it their duty to use their active influence in supporting educational journals. They are not only an aid in the teacher's work, but through their influence the profession is built up. Every aid given by teachers to educational journals contributes to their own promotion.

HARMONY OF ACTION.—A frequent source of the dissatisfaction of parents with the management of schools arises from the lack of a common understanding and concert of action between them and the school authorities. Teachers are often blamed, and perhaps rudely treated, for an occurrence in school in which they are only the agents bound to carry out the instructions of their employers. The regulations of school are denounced as arbitrary and unjust, because their necessity is not appreciated or their wisdom understood. In such cases a few words explaining the situation and the necessity of the course pursued will often secure not only acquiescence but a hearty coöperation in the plan presented. This idea has recently been practically carried out by the school authorities of Galesburg, with very excellent results. A circular to parents has been issued by the Board of Education, from which we take the following extracts.

"*First.* **ABSENCE AND TARDINESS.**—From the excuses generally urged for these irregularities, we are reluctantly led to the belief that they are too often the result of indifference or want of forethought on the part of parents. A conscientious teacher must regard every absence or tardiness, except when occasioned by causes which neither parent nor child can control, as a positive crime against the entire school; and even when unavoidable, as, at least, a grave misfortune. Our schools are maintained at a cost, in round numbers, of one hundred dollars a day. They may be compared to a large manufacturing establishment, the machinery of which is kept in running order at heavy expense. The pupils are the workmen. At what profit could such an establishment be maintained if one-half, or even one-tenth, of the workmen absented themselves daily, or came straggling to their work at all hours? We appeal to you, parents, not merely for the sake of your children, in whom it should be your highest care to cultivate correct habits, but for the sake of the success and reputation of our schools, insist, in spite of all questions of mere personal convenience, that your children shall be in their places at every roll-call. Remember that the very first requisite of a good school, one in which the children will feel an interest and make rapid progress, is the punctual and regular attendance of all its members. The next is good order. When these are secured, the rest is sure to follow. To remedy the evils of irregular attendance, we will further say, the teachers have been directed to require of parents written excuses for all such irregularities, and in case none are sent, to notify parents accordingly; and no pupil with confirmed habits of irregular attendance will be allowed to retain his seat in school.

"*Second.* Another evil we wish to remedy is the want of suitable books, slates, etc. Every scholar who enters school is required immediately to procure all books and apparatus used by the class to which he is assigned. Books are the scholar's

tools, and they are as necessary to him in school as proper tools are to the mechanic in his shop.

"*Third.* No pupil can be excused from any study or exercise of his class in regular course except upon application by the parent to the Superintendent, who is expected to use his discretion in view of the reasons which the parent may present for the request.

"*Fourth.* No teacher is authorized to excuse any scholar statedly from any exercise of the class, nor during any portion of school-hours, for music or other outside lessons, without an order from the Superintendent."

COLLEGE ITEMS.—In the new catalogue of Dartmouth, the list of the faculty contains 31 names, and that of the students 438, as follows: Medical Department, 44; Academical Department, 72, 66, 85, 82—305; Scientific Department, 77; Agricultural Department, 11; Thayer Department, 5. . . . In the selection of studies at Middletown, 18 of the Junior Class took Zoölogy, 8 Greek, 2 Calculus, 11 French, 18 Logic, and 22 Elocution. . . . President Folwell, of Minnesota University, recently declined the degree of LL.D. conferred by Racine College. . . . The name of Washington College in Virginia has been changed to Washington and Lee University. Gen. G. W. Custis Lee has been chosen to the presidency, made vacant by the death of his father. . . . Rev. Pres. Wayland, of Kalamazoo College, Mich., has accepted the presidency of Franklin College, Indiana. . . . Of the two hundred and eighty-seven incorporated colleges in the United States, the Roman Catholics have forty-five; and of the one hundred college magazines and papers, they publish three. . . . It is said that forty students in Cornell University are studying Chinese. . . . The four oldest colleges in the country are Harvard, founded in 1636; William and Mary, in 1692; Yale, in 1700; and Princeton, in 1746. . . . The first authentic charter of Cambridge University, England, was granted by Henry III, in the year 1230. The university consists of seventeen colleges, and is represented by two members in Parliament. . . . Oxford was founded as early as the time of Edward the Confessor, 1030. Its total revenue is about \$2,500,000 yearly.

PROFESSIONAL SCHOOLS.—By the forthcoming report of General Eaton, Commissioner of Education, it appears that the number of theological seminaries in the United States is 93, with 3,254 students; there are 88 schools of medicine, with 6,943 students; 28 law schools, with 1,653 students; 26 commercial colleges, with 5,824 students and 26 agricultural and scientific schools, with 1,413 students. Maine has used her gift from Congress for founding an industrial school in establishing a college for ship-building; New Hampshire has given hers to Dartmouth College; Vermont, hers to the State University; Massachusetts has divided hers between the Agricultural College at Amherst and the School of Technology at Boston; Rhode Island gives hers to Brown University; Connecticut, to the Sheffield Scientific School at New Haven; New York, to Cornell University; Michigan adds hers to the endowment of her agricultural college already in operation at Lansing; Pennsylvania and Illinois have used theirs to establish separate institutions.

OFFICIAL DEPARTMENT.—The preparation of his annual report to the Legislature has prevented the appearance of any communications from the State Superintendent in the last two and the present numbers of the Teacher. We are informed that they will be resumed next month.

THE PRESENT NUMBER.—We take pleasure in inviting the attention of our readers to the contents of this number. Every article contains valuable food for thought and will richly repay careful perusal. In addition to the articles of several old contributors, will be found those of two or three writers new to our pages. The article of Miss Lathrop is introductory to a series upon a subject just now rising into prominence as a branch of instruction in public schools. It will impress every one with the familiarity of its author with her topic and her ability to discuss it. In subsequent articles her purpose will be to present methods by which teachers seeking information concerning practical detail will be able to give intelligent instruction in the subject. She will write more especially for the benefit of teachers in primary instruction.

Arrangements are made by which each number of the volume will contain articles from some of the ablest educational writers of this and other states. The aim of the Teacher is to spare no pains to secure for its readers the greatest possible aid in their daily labor, to build up our common profession, and to advance the general interests of education at a rate equal to the progress in other departments of social science.

THE ADVERTISING PAGES OF THE TEACHER.—Now that those very obliging gentlemen, the book agents, are no longer calling about and giving teachers all desired information about books, etc.—information which every progressive teacher desires to have,—other sources must be consulted. Those who read the Teacher will find in the advertising pages much valuable reading concerning the latest and best educational publications. In this number will be found announcements by publishers whose names are familiar as household words to the teachers of the West, and also by those who have hitherto confined their operations to the East. All of them will repay a careful perusal.

EXPENSE OF SCHOOLS PER CAPITA IN THE DIFFERENT STATES.—The following table shows the school expenditure per capita of the population of school age in the different states.

Nevada	\$19.17	Vermont	\$6.47	Maine	\$4.78	Nebraska	\$2.65
Massachusetts ..	16.45	Kansas	6.45	New Hampshire ..	6.66	Indiana	2.37
California	11.44	Ohio	6.43	Maryland	4.50	Alabama	1.49
Connecticut	10.29	Michigan	6.40	Arkansas	3.97	Tennessee .....	.91
Pennsylvania ...	7.86	New Jersey	6.38	Louisiana	2.84	Florida .....	.91
Illinois	7.83	Rhode Island	6.20	Delaware	2.70	Kentucky .....	.73
Iowa	7.21	Minnesota	5.71	Missouri	2.65	North Carolina ..	.48
New York	6.83	Wisconsin	4.98				

THIRTY-TWO PAGES.—The earlier issue of this number than usual has prevented its containing the intended number of pages. The deficiency will be made up in subsequent numbers.

EDUCATIONAL NEWS.

ILLINOIS.

AURORA.—The schools of West-Aurora had in November an attendance per cent. of 63, based upon the number of children in the district between the ages of 6 and 21 years. We should be glad to receive similar reports from other towns.

BELLEVILLE.—The average daily attendance in the public schools for the last school year was 1054. The number of schools is 28. After the first week of the term scholars are received into school only on permission of the Board of Education.

BLOOMINGTON will make a new-year's gift to her schools in the shape of a new eight-room school-building, 74 by 68 feet in size, and costing, including fences, sidewalks and outbuildings, about \$23,900. Each room is 26 by 36 feet in size. . . . At the last monthly institute there were exercises in *Primary Reading*, by Miss Helen B. Dickinson; *Elementary Geography*, by Miss Addie M. Frazier; and in *Physiology*, by Prof. Marsh. In addition to the regular institute, weekly meetings of the teachers are held in each school during the last hour of Friday afternoon, for the consideration of questions specially connected with the interests of the individual schools.

CHICAGO.—Provision has been made for the employment of two special teachers of Drawing, who are to give two lessons per week to the pupils in the first six grades. Bartholomew's Drawing-Cards were introduced into the seventh, eighth and ninth grades. . . . Principals are expected to give at least one third of their time to class instruction. . . . The district school on Larrabee street has been christened the 'Lincoln', and that on Forest Avenue the 'Douglas'. The former of these schools was recently dedicated, with the usual ceremonies of addresses, singing, etc.

ELGIN.—Number of Pupils Enrolled for November, 881; Days of School, 251; Average Number Belonging, 830; Average Daily Attendance, 800; Per cent. of Attendance, 96.5; Tardinesses, 295; Neither Absent nor Tardy, 338.

C. F. KIMBALL.

GRAND TOWER.—The school at this place is prospering finely. Its daily attendance is 145. Under the management of Theodore James, it is far outgrowing its accommodations.

MORRIS CLASSICAL INSTITUTE shows in its management a spirit which is worthy of imitation. In addition to its regular work of instruction, it extends its influence outside and enlists an active educational interest on the part of the public. We learn that Prof. Beal has recently closed a week of lectures before the institute during the day and before the people during the evening. The lectures were upon Natural Science, and were every way satisfactory to all. As a result, a Natural-History Society has been formed, which is doing finely in the collection of a cabinet and museum. Other plans for instruction and lectures from some of the best men in the state are formed. Prof. Dougherty is reaping the results of his enterprise in teaching to crowded classes.

PEORIA.—The system of schools comprises a High School, five District Schools, and a school for colored children. The High School numbers about seventy pupils, and is in charge of E. W. Coy. Three of the District Schools are in charge of gentlemen—J. E. Pillsbury, Newell Mathews, and Hugh Edwards—and two of ladies—Misses Helen M. Thompson and Mary Fenner. Under the general direction of Superintendent Dow, all are doing good work. At the last institute class exercises were presented by Miss Sarah A. Oakford, in *Primary Geography*, and Miss Alta E. Wilson, in *Drawing*. Mr. Pillsbury presented the considerations in favor of the *Marking System*. A list of twenty-two subscribers for the Teacher was made up.

ADAMS COUNTY.—In a recent lecture before the County Institute, Superintendent J. W. Brown delivered an address on the means of awakening a greater general interest in public education. He spoke a few words to teachers which we commend to the attention of those who consider their duty done when they have performed the daily round of school-room labor.

"Wherever your lot may be cast, you can and should exert an influence, public and private, in favor of education. There are many ways in which you can do this. In private conversation, in public meetings, in the institute, and through the press, you may help to awaken a greater interest in this cause. Thought is the Archimedean lever—whether spoken or written, it is 'power that moves the world'. . . . Speak and write for this cause. 'Never be afraid' to deliver a lecture or write an article in its favor. Your work will not be in vain. Just as certainly as you try, and persevere in trying, you will succeed in making friends for it. What if you do meet with opposition! Is not your cause just, and for the good of all, and will not a hard struggle for it make your success all the more sweet and glorious?"

DOUGLAS COUNTY.—An institute was organized in this county on Nov. 24th, at Tuscola. The session continued five days. There was a very large attendance of the county teachers. Among those who rendered efficient service in conducting exercises were T. R. Leal, of Champaign; T. H. Smith, of Tuscola; and M. Waters, Arcola. Lectures were delivered during the session by Mr. Mouser, on the *Duties of Teachers*, followed by Dr. Daggy, on the *Duties of Parents*. Dr. Gregory, of the Illinois Industrial University, delivered a very interesting lecture to the teachers and citizens.

S. T. CALLAWAY, Co. Sup't.

FAYETTE COUNTY.—The County Institute met Oct. 31st, at Vandalia. The time was chiefly consumed in drill exercises, the institute being divided into three sections for the purpose. The evenings were occupied with lectures, essays, and general discussions. The next meeting is to be held in Vandalia, Dec. 27th. . . . The Vandalia Union has a well-conducted educational column.

KANE COUNTY Teachers' Institute met in Geneva, Wednesday, Nov. 30th, and continued three days. Sup't Charles presided. More than one hundred and fifty teachers were present. Most of the exercises were conducted by 'home talent'. All seemed highly pleased, and were, we doubt not, greatly benefited. Miss Churchill, of Chicago, gave instruction in *Voice Development*. Exercises were conducted by Powell, Cress, and Hall, of Aurora; Snow and Snow, of Batavia; and Monroe, of Geneva. Miss Lindsley, Miss Read, and Miss Johnson, of Aurora, read essays; as also did Miss Bowers, of Blackberry; Rand, of Sycamore; Quackenbush, of St. Charles; and Snow, of Batavia. Sup't Charles recommended the giving of a prize (several of the Supervisors were present) consisting of a library or school apparatus to that school in the county that should make the highest percentage of attendance, taking for a basis the number of persons in the district between the ages of six and twenty-one. He presented the claims of the Teacher, and advised each member to become a constant and thoughtful reader of the same. The County Superintendent is doing much toward developing an educational spirit in the county, and by his rigid examinations he is producing a wholesome scarcity of teachers.

H.

LAKE COUNTY.—Superintendent Carr is at work in earnest. He has divided the county into four districts, in each of which he expects an institute to be held

every month. His new circular to the teachers of the county urges attendance upon these meetings, and faithful attention to their work generally. Read what he says on the former point:

"Teachers some times say that they have not the time to attend; that Saturday is the only day in the week they can have to attend to their own business, and they can not afford to spend it attending institutes. I answer that this is the only kind of employment that allows its followers even one day in the week, and that any teacher who can not afford to spend one Saturday out of four in improving himself is unworthy the name of teacher, and the sooner he leaves the profession the better it will be for it. Some have said they derive no benefit from institutes; that they are dry and uninteresting. I answer to this that teachers who remark like this are generally those whose *schools* are dry and uninteresting, whose pupils are uninterested in their studies, and think study is a bore, and a majority of whose lessons, every time visitors are in the school, are 'taken over for to-morrow'."

He has also issued a blank form for monthly reports from all the schools of the county. The items of the report are *enrollment, attendance, per cent. of attendance, tardinesses, communications, cases of corporal punishment, number of classes, of imperfect recitations, and of visits from directors, parents, teachers, or others.* The educational interests of the county are showing greater activity. A general session of the county institute will be held during the holidays.

ST. CLAIR COUNTY INSTITUTE held its session during the week commencing Nov. 14th. *Out of the 175 teachers in the county, 154 were present.* If any other county institute can present a better record of attendance, we shall be glad to publish it. The week was crowded with drill exercises, essays, and lectures, conducted or presented by home talent and help from abroad. *Voice Culture* and *The Mechanics of Reading* were presented by Prof. O. H. Fethers; *History, General Principles of Study, Methods in Teaching Geography, Study of Surface Forms, and Theory and Art of Teaching*, by Prof. E. C. Hewett; *Book-keeping and Penmanship*, by Mr. J. W. McClintock; *Decimal Fractions*, by Mr. S. L. Swisher; *Introduction to Subtraction and Primary Reading*, by Mr. Geo. Bunsen; *Introduction to Fractions*, by Miss Maria Challenor; *Causes of Failure among Teachers, Reading, and School Government*, by Pres. Richard Edwards; *Composition and how to teach it*, by Mr. J. B. Gwillim; *Grammar*, by Dr. J. M. Gregory. Essays were read as follows: *The Teacher's Duty*, by Mr. John Gilwee; *Reading*, by Miss Lizzie Challenor; *How to Govern*, by Mr. Jas. H. Brownlee; *Education*, by Mr. Jas. J. Rafter; *Some of the Prominent Causes of the Inefficiency of the District Schools*, by Miss Laura Varner; *How to secure Order in the school-room*, by Mr. Francis M. Goodman; *Hints to Teachers and Parents*, by Mr. E. J. Washington; and a discussion on *How to secure Regularity and Punctuality of Attendance*, carried on by Messrs. A. Philo, Geo. Brockhaus, and others. Seldom has there been gathered so much of ability in any institute in the West. Pres. Edwards, Dr. Gregory, Prof. Hewett, and Prof. Fethers, were among the lecturers. One evening was given to a pleasant entertainment, at which the teachers of Belleville made their fellow teachers their guests, supplying refreshments, etc. One of the resolutions stated that "Every teacher in the county should subscribe for the Illinois Teacher." As an evidence of the earnest spirit of this resolution, the institute sent in a list of fifty-five subscribers to the Teacher. Jas. P. Slade, County Superintendent, was President, and James McQuilkin Secretary.

FROM ABROAD.

CINCINNATI.—From the forty-first annual report of the Board of Education, being for the year ending June 30, 1870, we collate the following items. The total expenditure for teachers' salaries was \$368,312.53. The schools are divided into 20 district, two intermediate, and two high schools. The whole number of different pupils registered was 24,951; the number in school at the close of the year was 18,816; the average number belonging was 20,023; average attendance, 19,140; the per cent. of attendance on number of pupils registered was 78; per cent. on average number belonging, 95.6; the average number of pupils belonging per teacher, 45.6; average attendance per teacher, 43.6; the increase in average number belonging in all the schools was 43.2. The average number of teachers employed was 450. The cost of tuition per pupil in all the schools was—on the number enrolled, \$13.08; on the average number belonging, \$17.85; on the average daily attendance, \$18.67. In addition to the last-mentioned expense, special instruction in music cost 45 cents per pupil; in drawing, 24 cents; and in gymnastics, 9 cents. In the eight night schools the average number of teachers was 45; amount paid the teachers, \$8,312.07. The number enrolled in night schools was 2,890; average attendance, 1,411; per cent. of attendance on enrollment, 48.8. The public library contains 22,537 volumes, and has 6,773 readers. The number of books taken from the library was as follows: works of prose fiction, 25,999; belles-lettres, periodicals, etc., 8,274; biography, 2,786; history, 3,449; science and arts, 2,529; voyages and travels, 2,380; poetry and the drama, 2,180; philosophy, theology, politics, and commerce, 1,461. The whole number of male teachers is 86, of whom two receive salaries of \$2,600 each; two, \$2,200; one, \$2,100; and others various sums from \$2,100 down to \$500. There are 353 female teachers, of whom one receives \$1,800; one, \$1,500; two, \$1,200; five, \$1,000; and others from \$1,000 as low as \$400. There were 6,781 pupils in the alphabet; 25,619 in reading and spelling; 20,874 in mental arithmetic, oral; 7,215 in the same study with book; 26,341 in written arithmetic; 10,790 in geography; 26,467 in drawing; 2,135 in U. S. history; 2,135 in English grammar; and 24,676 in object lessons. In the High Schools 666 studied Latin; 36, Greek; 152, French; and 164, German. In the district schools 21.7 per cent. of the pupils enrolled remained in school less than 4 months; 40.3 per cent. less than 6 months; 48.5 per cent. less than 8 months; 64.5 per cent. less than 10 months; and 35.5 per cent. through the year. More pupils leave school at the age of six years than at any other age.

CONNECTICUT.—The State Teachers' Association have reëstablished the School Journal with the beginning of the present year. It is edited by H. C. Davis, of New Haven, assisted by a Board of Editors. The subscription price is \$1.50 a year.

DELAWARE.—This state divides its school-fund on the basis of the population in 1830. A citizen of the state, in writing to the Commissioner of Education, says, "In one of the public schools I noticed that during their exercises the class would form a segment of a circle, with a large earthen pot in front, into which the boys squirted their tobacco-juice. While talking to the school on this dirty, dangerous practice, the teacher, with an air of heroism, told me that, as a punishment for this vice, he took care to make them clean their own spittoons! On the street I accosted a white man, apparently forty years of age, and among other questions I

asked him if he could tell me the population of the town. He seemed puzzled, and, on my asking him the *third time*, replied, 'It's about a mile long.' Nothing short of a compulsory system of education can save this state."

INDIANA.—We are indebted to our old friend A. M. Gow for a copy of the report of the Evansville Schools, of which he is the Superintendent. The number of children of school age is 9,561; total enrollment, 3,194; average enrollment, 2,442; number of teachers, 58. The enrollment in the High School was 100; average attendance, 76; number of tardinesses, 742. During the year there were 2,295 examinations for promotion, and 1,596 promotions. To go through the course of study from entrance into the primary department to graduation from the High School requires eleven years. Examinations for promotion are made at the close of the year, and the results of the final examination combined with those of various examinations held during the year determine a pupil's fitness for promotion. Mr. Gow states that this system of examination works satisfactorily.

MICHIGAN.—At the recent celebration of University Day at Ann Arbor, over a thousand students united in the procession. . . . The entire library of the late Prof. Rau, of Heidelberg University, has been purchased and donated to the University Library by Philo Parsons, Esq., of Detroit. The donation consists of 4000 volumes and 2000 pamphlets relating to political economy, and is considered the best of the kind in Europe. Michigan University, Cornell, Princeton, and Yale, were contestants for it.

MISSISSIPPI is waking up. With the new year it is proposed to commence the publication of a monthly entitled *The Mississippi Educational Journal*, at \$2.00 a year. H. T. Fisher, Jackson, Miss., is the editor and proprietor.

MISSOURI.—*State University*.—We learn that Prof. E. L. Ripley is recovering from the wounds inflicted upon him at the time of his attempted assassination on September 27. We have refrained from any comment upon this affair, trusting that the good people of Columbia would not permit an outrage of this kind to pass unnoticed. We do not learn that any steps have been taken looking to the punishment of the assassin. Professor Ripley, as one of the faculty of the University, is a ward of the state and has a double right to its protection. The people are waiting to know what is to be done.

Western Ed. Review.
 . . . The meeting of the *State Teachers' Association* will be held at Sedalia, on the 28th-30th of December. . . . Mr. Ira Divoll has been elected *State Superintendent* for the next four years. There is probably no other man in the state who could bring to the office so much of educational knowledge and ability as does Mr. Divoll. His experience as Superintendent of the Schools of St. Louis, as well as his natural tastes, fits him for the office. . . . Offers for the location of the *School of Mines* have been made by four counties, each offering \$100,000 in money and from 5,000 to 10,000 acres of land.

PENNSYLVANIA.—In October the school-children of Philadelphia were given a holiday for the purpose of a picnic in the public park. It is estimated that of the 80,000 children in the public schools 60,000 were present, and, in addition, there were of teachers, school-officers, parents, and others, 40,000 more. It was a most beautiful sight. . . . The *University of Pennsylvania* is about erecting a new building in Philadelphia, with a front of 67 feet, depth 146½ feet, and a wing on each side 60 by 96 feet. . . . The state has five *Normal Schools* in full operation, and four more in different stages of progress. . . . The school-district at *Strasburg*, Lancaster county, has shown itself to be a paradise for school-teachers by erecting a neat two-story brick dwelling-house for the principal.

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THE STUDY OF LANGUAGE.

It is objected by many, at the present day, to linguistic studies that they are not practical, in the sense in which the physical sciences are practical: that is, that they add very little to man's available knowledge; while, as a means of mental discipline, it is contended that the study of the sciences is in no way inferior. Especially is the study of the Latin and the Greek objected to as more useless than the study of the modern languages, since they are dead, and no longer represent living thought.

That there are grains of truth in these denunciations of the study of language no one will deny; least of all those who are most intelligently convinced of its absolute necessity to any sound education. The methods of study pursued are too often such as to give occasion for criticism. Language is studied as though its sole end is—to be parsed—and grammar, in its narrowest and most technical form, is made the only object. One who has had occasion to question young men and women, after they have for years 'studied grammar', as to their knowledge of even the ordinary grammatical principles of the language, and more especially if he has attempted any farther investigation of their knowledge, can not fail to be deeply impressed with the small returns made for the time expended, and he may be pardoned if he at first pronounces the study useless. Let such a one question, however, upon the other studies commonly pursued and considered more practical, such as Geography, History, Arithmetic, etc., and he will find that Grammar is not alone in fault.

The assumption that scientific studies are practical while language studies are not is one to be met at the outset. Language is the medium for expressing connected thought, that which distinguishes man

from the lower animals. As an instrument of such potency it demands the closest examination and study. It is of universal use, while on its construction depends all the property of the world, and certainly all our understanding of and belief in religion. If the sciences can show an equal practical claim, we fail to see it. Take the study of Chemistry as an example. It is acknowledged to be one of the most practical, and yet not one in five hundred who study it will ever make any practical use of it.

But enough of this, perhaps too much.

The question we wish to place before the teachers of our schools is this: May not the English Language be studied to a greater extent and to more advantage in the common schools than it is now? In other words, can not the minds of pupils be aroused to its importance and made to retain more knowledge of its principles than they do at present?

It will be the object of this and some following papers to suggest some methods by which this may perhaps be done.

The first and great thing is to awaken an interest in the mind of the pupil. In my own experience I have found the historical method the most effective. Let the pupil be shown that the English is a composite language; let him get some idea of the successive tides of language that have swept over Great Britain; let him read a little upon the Roman Conquest, the Saxon, the Heptarchy, Alfred, the Danes, the Normans, Hastings, etc., etc. Show him how we have gathered words from all nations by trade and travel, and get him searching for such, and our language will begin to have a new meaning for him. Inform him that names of places in England ending in *coln* indicate Roman colonies (*colonia*), while those ending in *cester*, *chester*, or *caster*, indicate Roman camps (*castra*), and set him at work upon the map to locate these, and his interest will at once be awakened. After he has been told, or has read, of the Danish and Norse invasions, tell him that the names of towns ending in *by*, *bye*, *thorpe*, *toft*, *ville*, *gard*, *ford*, *wic* or *wick*, indicate the places where they established themselves, and then let him trace these on the map. This list may be much extended, and may include the Saxon *ton*, *yard*, *fold*, *bury*, *ham*, etc., etc. But even a little will awaken a spirit of inquiry into language, which is the main object. It may be pushed a little farther, and, taking our own country as an example, the pupil may be shown how, by means of local names, the history of a nation may in part be read, even if the written record were lost. Let him be told that names of natural objects are the most enduring, and then, as he looks over the map and finds such names as

Mississippi, Missouri, Winnipiseogee, etc., he may be made to perceive that they are the language of an early race, now swept away. Then, as he looks along the course of the great river and sees New Orleans, Louisiana, Baton Rouge, St. Louis, Prairie du Chien, or, taking the lakes, Lac Supérieur—or the upper lake, etc., to Detroit—the narrow passage, and learns that these are French, he will hardly need to be told that this nation once held sway over this great region. And so of New York, Pennsylvania, etc. Indeed, Geography is full of linguistic interest.

The name of the Philippine Islands tells us when the Spanish galleons sailed across the southern sea; Virginia, Carolina, Georgia, give us the dates of the foundation of England's colonies; San Salvador tells us yet of Columbus's belief in the protecting care of the Holy Savior; while Santa Cruz—the Holy Cross, Vera Cruz—the true Cross, La Trinidad—the Trinity (so named from three mountain summits), testify of the devotion of those early discoverers.

Florida, St. Augustine, Dominica, Natal, Janeiro, St. Helena, Ascension, St. Lawrence, commemorate the saint's day or feast day on which they were discovered. Then, again, Davis's Strait, Baffin's Bay, Hudson's Bay, Frobisher's Strait, Lancaster Sound, etc., afford fine opportunities for awakening a taste for investigation. The names of the states, also, may be added; and indeed the list may be extended indefinitely. But enough has been given to show what is meant. Mere grammar is a very small part of the study of language, and is generally of but little interest, and is still less understood; but words are powers—with histories and forces lying in them of which we too often think little.

Should the teacher say "I do not know these things", the answer is, Study a little yourself in this direction, and you will be surprised at the interest awakened in yourself.

M.

EDUCATIONAL ANALECTS.

BY J. H. HOOSE.

I.—RELATING TO GOD AS SHOWN IN HIS WORKS.

THE created works in nature are but manifestations of the thoughts of The Eternal. Let the lofty mountains speak—God's thoughts are sublime. Observe the lily of the valley—God's thoughts are delicate

and pure. The rain-drops picture His glory against the storm-cloud—
 • God's thoughts are Art itself. The suns keep to their appointed
 courses—the thoughts of God are knowledge. Planet oft veileth
 planet—God's thoughts are constant.

Ye wilderness of plains, send up your mist-incense upon the breath
 of the morning; let the deep seas bear record—God's thoughts are
 vast. Ye hurricanes and wind-waves, show forth the power of His
 thought.

Do God's thoughts praise Him? Ask the stars their language.
 Listen to the moaning splash of the low rolling wave beating upon the
 shore; to the sighing of the forest; to the singing-scale of the tiny,
 whirling eddy. What say the autumn fallen leaves skipping and
 dancing the while that Æolus sweeps the chord in honor of the boun-
 tiful gathered harvest? The birds also warble praise to God—the
 desert lion roars it—the surging billows proclaim it. To praise Him,
 the Earth arrayeth herself in luxury and beauty—the wafting, spark-
 ling snow-crystals glisten His jewels. To honor Him, "His chamber-
 lain, the zephyr, spreadeth the emerald carpet, and ordereth the vernal
 clouds to foster the infant plants in the cradle of the earth. The bodies
 of the trees clothe themselves with verdant foliage, the festal garments
 of spring, and, in celebration of the return of that season, the youthful
 branches are crowned with garlands of blossoms."

SHEIK SAADI.

II.—RELATING TO MAN AS SHOWN IN HIS WORKS.

"And God said, Let us make man in our image." "He breathed
 into his nostrils the breath of life, and man became a living soul."
 Whence man's thoughts, too, can be manifested.

Art productions, language, are the manifestations of human thought.
 Are they, too, sublime? Hear:

"A dungeon horrible on all sides round,
 As one great furnace; yet from those flames
 No light; but rather darkness visible
 Served only to discover sights of woe,
 Regions of sorrow, doleful shades, where peace
 And rest can never dwell: hope never comes,
 That comes to all: but torture without end
 Still urges, and a fiery deluge, fed
 With ever-burning sulphur unconsumed:
 Such place eternal justice had prepared
 For those rebellious."

MILTON—Paradise Lost.

"O'er all the sand-waste, with a gradual fall,
 Were raining down dilated flakes of fire,
 As of snow on Alp without a wind. . . .

Thus was descending the eternal heat,
 Whereby the sand was set on fire, like tinder
 Beneath the steel, for doubling of the dole.

Without repose, for ever was the dance
 Of miserable hands, now there, now here,
 Shaking away from off them the fresh gleeds."

Longfellow's Dante's Inferno.

Are human thoughts vast and deep? Newton and Kepler were welcome guests of the heavenly hosts. Handel, Mozart, Beethoven, interpret the allelujahs sung by angel choirs before God, the Father.

What man is great? He that understandeth the thoughts of God, he that 'thinketh God's thoughts after Him', he that feeleth as God feeleth, he that acteth as God worketh—he is great. A soul arrived at this greatness will utter words of inspiration—for God's thoughts are inspiration itself.

That soul whose capacities, faculties, powers, activities, are of equal strength and uniform development is like a fertile, horizon-limited plain. Rooted in its fruitful soil are abundant cereals, fruits, flowers. The excellence of shade-foliage, rippling streams, murmuring brooklets, placid rivers, the hum of busy life, the opulence of wealth and of contentment, are all there.

That soul in which are found the great contrasts of powers and activities is as the various Sierra, the snow-clad Alps, the beautiful Vale of Chamouny, the wild grandeur of the Yo Semite.

Here are found thoughts which, in variety of degree, are as the bottomless abyss, the towering hills, the lofty cliffs, the ancient cloud-crowned towers of God's battlements, among all of which can be heard faintly lingering the dying echoes of the distant, unseen waters.

As God's thoughts praise Him, so in like manner should human thoughts praise the man. Alas, that man has 'sought out many inventions'—that all his thoughts do not praise him!

III.—RELATING TO EDUCATING THE MAN—SIX ITEMS.

One. Education is Inspiration—Inspiration is to think of God's thoughts, to know of His knowledge, to possess of His wisdom.

To educate is to direct and nourish the thought-power of childhood, the soul-activities of youth, to render stable the habits in age—that all

the thoughts of the educated may be true. For as is the thought, so must be the manifestations thereof—if good, good; if evil, evil.

Two. Shall education attempt to bring this thought-power of all children to the same standard level? Surely God does not so. Had He thought thus, where would be the hill, the dale, the cloud, the flecking bird-shadow, the brooklet, the lily, the forest, the extended plain? In stead, there would be one unbroken level—one vast plain, monotonous to dreariness. One flower seen, one bird-song heard, the eye and ear, now no longer needed, could grow dim in youth—the unvarious forest would echo only the wolf's howl, or perchance the tiger's snarl—no changes for pleasures of sense, nor for hunger, nor for sickness—every man would be as his neighbor. A solitary, dreary earth would we inhabit—there would be no ravines nor gorges to aid the delver for gold.

Whence, an education that should desire to equalize all the capabilities of the human soul would seem to be unnatural—not as God does. If this be true when only the individual is regarded, how much is it magnified in importance when the education of the multitudes is considered!

Three. Should education aim high? What are noble aims? To comprehend any one of God's thoughts by considering the manifestations of it is surely not a low aim. This power to comprehend is discipline. Discipline is that acquired power by which the true substance is discerned from its shadow—the exact thought cognized in the manifestation thereof.

That mental discipline which rests with the examination of the external—the utterance,—and rises not up to the thought itself, is not proper education.

He that is able only to name the characters in the words, the words in the sentence, but is unable to unravel the thought there externalized, can hardly claim to be disciplined, educated.

The daughter of Milton pronouncing Greek to her blind father, she uttering, he understanding—the savage beholding the stars, La Place walking among them and measuring their rounds—this is education, that only the husk.

Four. Who is the noblest and best educator? The related works of God are His language. All of His sentences are not alike easily understood. It was His pleasure to think thoughts so related that they are as steps upon which the human soul—itsself thought—can ascend to the Great Centre, even the One, the Godhead. Is not the lowest step, in itself considered, as absolutely necessary, as noble, as the up-

permost? Which is the greater, the more worthy—the tiny violet, or the starry sky? Who knows? Both are manifestations of the thoughts of The Eternal. Does not God regard all His thoughts of equal honor? Hear this: “For of such is the kingdom of heaven.” Are not Thy thoughts infinite, O God!

Whosoever best warms into right activity, nourishes into vigorous true growth, the embryonic soul-capacities, so that childhood and youth may thirst for, adult years understand, wintry age know and rejoice in Thy ways, O God—he is an educator the most noble.

Five. Who is more worthy of honor, the ‘weak’, or the ‘strong’ student? What implies this: “He is a strong scholar”? Simply that he has the firm habit of going readily and surely from one thought-step to another, in which progress he recognizes the proper sequence and relations of thought. The ‘weak’ scholar can not grasp so much nor so complicated thought as the former. But this gives no more honor or consequence to the strong than to the weak scholar, so far as regards the intrinsic value of the thing learned—simply that the former is able, because of native ability, age, privileges enjoyed, to comprehend more of thought than the latter.

Six. Which is the ‘higher calling’—to be an educator in primary grades, or in the advanced grades? If to help the infant soul to plant its little feet safely upon the first of the thought-steps—if to show it how to disentangle the intricacies of the thoughts of God—if to teach it how to grow into the inner soul-life—if to be able to cause the child to be born to itself—if to wish to teach reliance upon the power of God—if to aid the child to great thoughts with which to quicken itself—if to enable to see, at once, the flower and the thought of God therein uttered—if to take man freshest from the hand of his Creator, to show him how to cling to his God with unutterable faith all the days of his life, even until “all the other luminaries of life are extinguished, and in his soul there stands nothing but the one sun, God!”—if there be aught more noble than this, hope not to find it this side Eternity.

NOTES, LEXICOGRAPHIC AND LITERARY.—III.

BY DR. SAMUEL WILLARD.

19. MARTYROLOGY.—Defined “A history or account of martyrs, with their sufferings: a register of martyrs.”—*Webster*. But try to fit that meaning into this sentence from a critical notice of Wallace’s *Contri-*

butions to the Theory of Natural Selection:—"According to Mr. Darwin, Mr. Wallace, and indeed the whole strain of our recent scientific martyrology, there is no evidence appreciable to science of any specific creation ever having taken place."—*Atlantic Monthly*, xxvi, 757a, Dec. 1870. Both the substance and the style of the notice show that it is by Henry James, to read whose writings one needs good memory of his Greek and Latin, he so frequently uses words with direct inclusion of their etymologic original meanings. *Martyrology* here means the doctrine of [witnesses] evidences.

20. WARRISON; MORSING-HORN.—These occur in Scott's *Lay of the Last Minstrel*, Canto IV, stanzas 18 and 24.

"And morsing-horns and scarfs they wore."

"Or straight they sound their warrison,
And storm and spoil thy garrison."

Warrison means the military signal of assault. Is this word devised by Scott to rhyme with *garrison*, or is it to be found elsewhere? Morsing-horns are said to be powder-horns; but I can not trace the word.

21. INJUNCTION.—Our dictionaries give no definition that will explain this word as used by Bp. Berkeley in his *Siris: a Chain of Philosophical Reflections and Inquiries respecting the Virtues of Tur-Water in the Plague*: in § 194 of that work he speaks of "Homberg, who made gold of mercury by introducing light into its pores, but at such trouble and expense that I suppose nobody will try the experiment for profit. By this *injunction* of light and mercury, both bodies became fixed, and produced a third different to either, to wit, real gold." Here it means inner and intimate union: a joining-in. The Latin verb *injungo* has a corresponding meaning, but not the noun *injunctio*.

22. THUNDERGUST.—An Americanism of occasional occurrence, for a sudden and violent thunder-storm. I have never heard it from southern and western people: I suspect it is northern and eastern.

23. STADE, for *stadium*, the Greek measure of itinerary distances, is marked *rare* in our dictionaries, who cite Donne as authority for it (1573-1631), and no later writer. It is used by Conybeare and Howson in the *Life of St. Paul*, ch. xxiii, and by Prof. E. A. Andrews in his *Latin Lexicon*.

24. "WE ARE SEVEN."—In *Leisure Hours*, an English magazine, Rev. E. Whately relates the substance of an account given by Wordsworth of the composition of *We are Seven*, and of *The Ancient Mariner*

and other poems. Wordsworth and Coleridge took a tour together in 1798, which led to their writing some poems with mutual assistance. It seems that in Coleridge's *Ancient Mariner* the idea of having the dead men pull the ropes originated with Wordsworth; while every one acquainted with the two would have been sure that that was a touch of Coleridge himself. Coleridge wrote the first verse of *We are Seven*. It appears, indeed, like a reflective motto or sentiment rather than a first verse: note the short line with which it begins:

——— A simple child
That lightly draws its breath,
And feels its life in every limb,
What should it know of death?

Wordsworth composed the poem in reverse order of the verses, beginning at the last and working toward the first: he was called to tea when he had finished all but the first verse; Coleridge told him to go to tea and he would finish the poem for him.

This reminds us of Godwin's composition of *Caleb Williams*, a novel very famous in its day, and praised very much as *Jane Eyre* has been in ours. Godwin wrote the last part first, working back to the beginning: the catastrophe must hang upon the chapter next to the last; that upon the preceding, and so on; hence he reversed the ordinary methods of composition. He said he meant to make the story such that no man should be the same after reading it as before.

And it further reminds us of Drake's poem, *The American Flag*, that begins—

“When Freedom from her mountain hight
Unfurled her standard to the air.”

This spirited poem was ended by Drake thus:

“And fixed as yonder orb divine,
That saw thy bannered blaze unfold,
Shall thy proud stars resplendent shine,
The guard and glory of the world.”

It is related that he gave the poem to his friend Halleck, expressing his dissatisfaction with its last verse; and Halleck, firing up as he read the successive lines, gave almost impromptu the ending which Drake at once adopted, and which is now given as the last verse:

“For ever float that standard sheet!
Where breathes the foe but falls before us,
With Freedom's soil beneath our feet,
And Freedom's banner streaming o'er us?”

TEACHING GRAMMAR.

A TEACHER said to me, not long ago, "My class have spent two terms on your book, and they know the book by heart, but they know very little about grammar." Thinking in my heart that it would be a very strange thing if they did, the question came up to me again, as it has done a hundred times, "What can be done to make the teaching of grammar more successful?" And here are some of my conclusions.

First of all and most of all, *give more time to it*. You need not call it teaching grammar, for you all ought to know that there is very little grammar in the English language. R. G. White states it emphatically and concisely: "English is essentially a grammarless tongue." But it is irregular in its spelling, it admits of many changes in arrangement of words, sentences and parts of sentences, and nothing can be substituted for written practice in teaching young beginners the mechanical part of language. And written work takes up time. Let each member of a large class write only one sentence a day, and it requires time to collect, to examine, to mark errors, and to return. But the work *pays*—no work better. If time is limited, send one pupil to the board to write a sentence, from memory, or from dictation at first, and let the class criticise, and continue this practice till every member of the class will write some sentence without the least hesitation, commence it with a capital, and end it with the proper mark of punctuation. And this work will take time, and perhaps your text-book will not be opened for a month; but your pupils may be learning what they never will learn without such a drill.

Second. That you may have more time to teach grammar or language, begin with your pupils as soon as they can write, and let the mechanical part, or the following of copy correctly, or the memorizing of the forms of the language, be learned very early. Any child who can read can learn to commence the sentence with a capital, and to write the pronoun of the first person singular as a capital; but every one knows persons who have 'studied two or three grammars' and do neither. This work is mechanical, but it can never be omitted. It must come in some where, and the sooner it is done, the more time for something else.

Third. Never presume that a pupil knows *any thing* about the simplest thing in language until he can illustrate it by an original written example. Suppose the book definition is thoroughly learned,

and the example of the book thoroughly memorized, you are not in the least sure that the pupil has the idea. Some know the story which Northend tells of the boy who learned the definition of a noun, with 'Horse, hair, justice' as examples. One day seeing his father, a justice of the peace, sitting upon a hair-cloth sofa, it flashed across his mind that his father was a *noun*, a '*horse-hair justice*'. I once happened to be present when a young man of twenty was examined for a school certificate. The examiner asked him to define a participle. The definition was given promptly and correctly. The next requirement was "Write a sentence containing a participle." After *fifteen minutes* of intense labor, the youth produced "The man was in the garden", and underscored *garden* as the participle. It certainly taught me something new in regard to memoriter recitations; and the more I teach, the more I require written work.

Fourth. There is no other study of the school course which so much demands that the book be laid aside after a new point has been presented, and tolerably learned. Then the thing is to be *taught* to the class, talked into them. We teach too little, we hear recitations too much. Do not count it lost time, if two or thrice two recitations are consumed upon a single paragraph. The text-book here literally gives the *text*, the teacher is to furnish discourse and application; and a brief text often calls for a lengthy sermon.

Fifth. Remember that language is the most difficult study of the school course, and do not expect to make tolerable grammarians of your pupils in about one-tenth the time, and with less than one-tenth the labor, required to make them passable arithmeticians. Remember No. 5 of this article, if you remember nothing else. It is a notion fatal to the success of hundreds of teachers that grammar can be taught in a term or two by memorizing some book. My friend whose class memorized a book in two terms did not teach arithmetic on that plan, but could have done so to better advantage than with grammar. It is ten times as likely that a boy will pick up arithmetic enough for business without any instruction, as that he will ever write a letter correctly without careful teaching. Arithmetic is often *inborn*: correct use of language comes only by culture. The vast majority of people use no arithmetic beyond the most elementary processes, but every one uses a wide range of language.

Sixth. Grammatical teaching amounts to nothing if teachers and pupils are constantly, in their common speech, violating the rules of good usage. If teachers 'talk grammar' only in the grammar-class, and allow themselves and pupils to blunder at their own wild will at

other times, the study will be worth little. Correct speech comes by habit, not by rule.

Seventh. Do not consider that the order of the text-book is the only order which can be followed. If you happen to find something which will interest your pupils, or which they ought to use, even far in advance of your 'place in the book', venture to take it when you want it, and teach it.

H. L. B.

W H A T ? W H Y ? H O W ?

A TALK TO PUPILS ON THE FIRST DAY OF A NEW TERM.

BY J. B. ROBERTS.

THE first of these interrogatories is partly answered by your presence here this morning. You have come up from homes of all degrees—from the humble cottage to the spacious mansion. You stand here with your feet all on a level. The same roof is over your heads and the same walls inclose you. Your outward conditions and circumstances are alike and, to all appearances, you are in pursuit of one common object with equal chances of success.

That object is two-fold: the discipline of your intellectual powers, and the acquisition of practical knowledge. I place discipline first, because it is first in importance.

That your minds be so trained as to give you the power of seeing into things easily and clearly is of more consequence to you than the most perfect memorizing of a whole scrap-book of facts.

This principle has become so trite among all thinkers and writers on the subject of education that I am almost ashamed to be found repeating it; still, it is one which has not been fully and practically accepted by the community at large, nor is it yet as thoroughly understood by you as I trust it will be when you are a few years older.

Although you have never studied Mental Philosophy, probably most of you have been sufficiently wide-awake to observe that our nature is three-fold, viz: physical, intellectual, and moral. It is to be hoped that you will add something to your strength in all these parts of your complex being while you attend school. It may, however, be well enough to state distinctly, here and now, that this is neither a hospital nor a reformatory institution.

If you come with sound bodies, we hope so to diversify your occupa-

tion here and so to intersperse exercise and relaxation with hard study, and, generally, so to regulate the sanitary conditions of the school-room, as not to check the natural growth and development of your bodies. We can not do more in this direction.

In regard to your habits and conduct, we hope to surround you with such influences as shall bring up to the surface all the better instincts of your nature. We desire to make it easy and pleasant for you to do right.

There is no affectation about it when I say that we feel the kindest interest in the welfare of every one of you, that we sympathize with you in all your efforts, anxieties, and discouragements; for we have been just where you now are, and we remember all about it.

But if—and I hope you will forgive me for hinting at the possibility of such a thing,—but if there should be one among you of so perverse or perverted a moral nature as to resist and defy all these well-meant efforts, so that our daily intercourse should degenerate into a perpetual struggle between lawful authority and a spirit of rebellion, then—why then, we must simply part company.

“Why?” Why are you all here this morning? It is not, as it might be in some countries of Europe, because the law of the land compels you to come. In this country education is free in a double sense: it is free to those who come for it, and all are free to stay away. You are here, then, either because you yourselves choose to come, or those who are responsible for you and to whom your welfare is most dear choose to have you. Probably in most cases it is for both reasons.

I happen to know that many of your parents are obliged to practice self-denial to keep you at school, notwithstanding it is free. Your fathers are toiling at poorly-paid days' labor to furnish you with books and decent clothes, and your mothers are wearing themselves out at kitchen- and needle-work and tending the little ones at home that you large girls may not be deprived of these golden opportunities.

Why do they do this? Many a man and many a woman has got through the world without these ‘advantages’. Some, indeed, have made a very respectable figure, and the terms self-made man and self-made woman have almost acquired the meaning of the successful man or woman. History certainly furnishes some brilliant names from among those who have picked up all their knowledge by hap-hazard intercourse with society, or by poring, by the light of a pine-knot, over some musty volumes which contained the learning of wise scholars of antiquity.

Notwithstanding these brilliant examples, it is a universally-recog-

nized fact that nearly all the hard practical thinking which has brought up the arts of civilized life to their present high state has been done by men trained in the schools to systematic head-work. Witness the papers read before the Illinois State Horticultural Society at its recent meeting in this place. Some of us there heard schools and school learning ridiculed in the most bewitchingly classic terms by a gentleman who owes his wonderful command of argument, illustration and style to his familiarity with languages and literature. Listening to these papers, one was ready to be convinced that the only practical education is that which is acquired in an orchard by the help of a spade and pruning-knife; and yet, of all these intensely-practical papers, the only ones which presented their writers' views with force and effect were read by men of more than ordinary education—indeed, for the most part, by professional men.

Some knowledge and some valuable experience may be picked up by chance or good luck without school training; but it is apt to be without order or systematic arrangement, like the elements in old choas, 'the discordant seeds of things not well joined together'.

Foraging for rations will do very well in time of war in the enemies' country; but as for me, whether for health or pleasure, give me a well-spread table, with white cloth, clean dishes, and a well-ordered bill-of-fare.

You come to school, then, not because nothing is to be learned elsewhere, but because here you can work to a plan under very favorable and even stimulating conditions.

"How?" This is the most practical question of all, and it must receive the briefest answer. Six hours shalt thou labor and do all thy work: six hours out of twenty-four—they are not too many for you to devote with intensest application to your duties here. There are many things lawful and even important for young people like you besides school duties. It is important for you to lighten the burdens of father and mother by cheerful words and willing hands at home. Your music-lessons are important; skating, playing ball, social intercourse, are all right and useful; and some of your parents think your dancing-lessons are important. I shall not quarrel with you or them about that, but I insist that you allow none of these things to intrude upon your six or eight hours of study. I would to-day give more for the perfect control of my attention than for any other mental power.

Lay siege to knowledge as the Prussians are laying siege to Paris. All their guns point toward the doomed city. We hear that the French are about to make a grand sortie and break through the beleaguering

hosts; but the cordon remains unbroken. We hear that the 'Army of the South' is advancing to the relief of the capital; but it is not relieved yet. We hear of communications about to be cut off, of frost and sleet and snow which are to drive the Germans from their intrenchments; but there they stay with all the dogged perseverance of their race: and who can doubt that such tenacity of purpose will succeed in whatever it seeks to accomplish?

Do you bring all the powers of your mind to bear upon the accomplishment of your school-work during this term, and you will not only succeed in that, but you will have commenced the formation of habits which will assuredly make you successful in whatever you may undertake in after life.

S C H O O L - W O R K . — V I I .

BY E. L. WELLS.

MR. J. teaches by example. He wears his pantaloons-legs inside of his boot-legs, and seventeen of the eighteen boys in his school do the same. The eighteenth boy would if he could, but he is a wee fellow, and wears short trowsers that only reach to the tops of his boots. Many worse habits are taught pupils by the example of teachers. What right has a teacher in high or low position to smoke or chew tobacco and be a stumbling-block for the ones he should make nobler by his example? A teacher should always remember that his pupils will imitate to a great extent his example. He should teach good habits by example, as well as otherwise. His influence should at all times be for good. He is not worthy of the noble calling of teacher if he will influence a pupil in any manner to evil. He should influence them to morality; and who can tell the good work that can be done for life and for eternity by the faithful Christian teacher?

Miss K. repeats the answers of her pupils. She does this thousands of times, and has probably never had her attention called to it. When her pupil answers Cape Horn, she repeats—Cape Horn. When one answers A noun is a name, she says Yes, a noun is a name. Why do teachers so generally have this habit of repetition? Many reputed excellent teachers would be surprised if told how many thousand times each week they repeat the answers of their pupils.

Mr. L. has a programme of daily school-work. It is nicely arranged, posted conspicuously in his school-room, and he and his pupils work

closely to it. Many teachers have no written programmes, and their work is much at random. Recitations are often omitted for '*want of time*', among which the valuable writing-exercise most frequently. Mr. L. also makes neat and correct schedules, which are shown with commendations by township treasurers. The same treasurers say in relation to some other schedules, Some teachers write names of pupils, males and females, promiscuously, and without regard to alphabetical order; many persist in putting down the names of pupils under six years of age; some are not accurate in footing the grand total number of days; some forget to stamp their certificates; etc., etc.

Miss M. has succeeded finely in teaching the rudiments of music to her pupils. The valuable instruction given at the county institutes by some of the gentlemen known as the best teachers of music in public schools has not been lost to Miss M. and a score of others. Her pupils are taught to sing and read music readily, beating time as they sing. She says The Graded-Song System is excellently well adapted to the use of schools: the children make rapid progress, and are much interested in it.

Mr. N. has such beautiful whiskers and mustache. He strokes them so lovingly with his left hand while he holds the books, uses the chalk, etc., with his right hand. He has done this $2562\frac{1}{2}$ times this afternoon, by actual count. There would have been no fraction, had not he sleepily dropped a book and instinctively tried to catch it before he had time to consider that he is unused to such sudden efforts of mind or muscle. Many teachers have their peculiar school-room habits. Some walk the floor with sentinel step, some are born tired and from their chairs are inseparable, and some have other peculiar habits; but for a young teacher with rooms in his upper story to let, there can be no greater devotion than to thus caress his beautiful whiskers and mustache.

Miss O. has a beau. This is all well enough, but what right has she on account of late hours to be sleepy and dull in school, and hence have dull and sleepy pupils? Why should she be sewing, and making tatting and embroidery, during recesses and noon-times? A person is not fit for the position of teacher who will not live to honor this position, and who will not devote the whole time at school to his school-work. A teacher has no right to habitually read papers, books, magazines, novels, etc., or to do any work for self, to the loss of time and interest of pupils. A poor excuse it is that pupils do not seem to need the teacher's aid, for it is the teacher's business to see that the habit of work in his pupils gives himself necessary employment while at school, and very much to do outside of the ordinary school-hours.

ORGANIZATION OF COMMON SCHOOLS.

BY PROF. E. W. GRAY.

THE Editor of the Ohio Educational Monthly says, in the Feb. '70 number of his Journal, "We have received several letters from the teachers of ungraded schools, asking for information on the subject of classification. They state that their efforts are seriously crippled by the multiplicity of classes, and they wish to know how the difficulty can be overcome."

The Editor of the Maine Journal of Education says, "Very much time and labor are lost in school for the want of proper organization and classification. In district and ungraded schools, many teachers are compelled to work at such a disadvantage that it is not too much to say that half their labor is thrown away."

The experiment of *grading* schools has been generally successful and has very much improved the schools of our cities and populous districts, where it has been effected. The difference between the graded and ungraded schools of the country is very great, and is coming to be more and more felt and appreciated. In the one you find an organization—established classes, a course of study appropriately distributed through the year. The students are classified. Each one has his place. They advance regularly from class to class, and in due time are promoted and graduated. But in the other there is no organization—no established classes—no course of study. All is confusion and chaos; at least until the teacher has had time to effect something of an organization and make up his classes. Often this is a work of great difficulty. He has pupils of every degree of advancement. He has books of every size and color. He meets, some times, downright opposition from unwilling pupils and patrons, and, under the circumstances, he can not hope for more than a very imperfect organization. The consequence is, the school is inefficient, if not a total failure. The complaint against ungraded schools is very general. A prominent educator in Ohio said, not long since, putting the case strongly, "I doubt whether *any* improvement has been made in common schools in the last ten years."

The teachers are generally blamed. The difficulty is some times charged upon 'too many kinds of books', some times upon 'bad scholars that need the rod of correction'. But almost always there is a great fault, and of course it lies some where.

I was very glad to read in the Illinois Teacher for Sept. an article

from the facile pen of our State Superintendent, on the subject of *Text-Books*. The subject is one of great importance, and the argument complete. I commend it to the careful attention of school-officers, and hope the legal opinion so clearly expressed will not be passed by unheeded. But I submit whether more than this is not practicable under our law, in the way of organizing the ungraded schools.

The law requires that the directors adopt and enforce all necessary rules and regulations for the management and government of the schools. "They may" and this '*may*' means '*must*', says our legal adviser — "They may direct what branches of study shall be taught, and what text-books shall be used, and they may suspend or expel pupils for disobedient conduct." They clearly have the right, then, to make up and establish a course of study, fix the proper grades, and arrange the classes. Any board of directors may say we will have in our school a six, eight or twelve years' course of study — such a course as they may think will best respond to the wants of the community. They may say we will have two or three terms each year. They may say we will have four, five or six classes of different grades, and no more, in our school — such a number as they, under good advice, think best. They may say we will have in English Grammar two classes of different grades, in Arithmetic four, in Geography two, in Algebra two, in History one, in Writing one, etc. In a word, they have the right, under the law, *to grade the school and fix the classes permanently*. They may, as has been shown by the Superintendent, determine the text-books to be used, and thus complete an organization that shall stand from term to term, and from year to year.

In many of the districts there need not be more than four classes in Reading, four in Arithmetic, two in English Grammar, two in Geography, and one in Writing — thirteen in all. There is a difference of opinion on this subject among teachers. Mr. A. P. Stone, the Editor of the *Maine Journal* already referred to, says that "in a school of fifty or sixty there should not be more than three classes in Reading above the alphabet class; and if the number of pupils in school is not more than thirty-five or forty, the number of classes in most cases need not be more than two." In relation to Arithmetic he says, "In the most miscellaneous of our schools it will be safe to bring all scholars in written arithmetic into not more than three classes, and in very many instances two will be better." He says, further, "It is hardly necessary to particularize in regard to Geography, Grammar, History, Spelling, etc., except to remark that the number of classes in these branches can generally be made less than in Arithmetic." The Editor of the *Ohio*

Monthly, in noticing the article of Mr. Stone, says "He asserts so positively that he knows such a classification to be practicable that we hesitate to express the doubt in our own mind respecting the feasibility of carrying the reduction in the number of classes quite so far as he recommends. In stead of three classes in Reading above the alphabet, we would suggest three classes above the First Reader. When the disadvantages arising from inequality of attainments equal the advantages resulting from longer recitations, the practical limit in classification is reached. But we commend the article to the careful perusal of all teachers of ungraded schools. It urges a reform in their management greatly needed." The number and kinds of classes which are to constitute the school being determined, and permanently fixed, the pupils could each and all have their grade and class-standing recorded, and, having finished the studies of one grade, could be regularly advanced to another, until the whole course of study is finished.

The following schedule exhibits in brief the plan proposed for a grade of six years.

		Reading.	Writing.	Arith.	Geog.	E. Gram.	History.	Algebra.	Spelling.	Comp.
1st Grade.	1	+	+							+
	2	+	+							+
	3	+	+							+
2d Grade.	1	+	+	+						+
	2	+	+	+						+
	3	+	+	+						+
3d Grade.	1	+	+	+	+					+
	2	+	+	+	+					+
	3	+	+	+	+					+
4th Grade.	1	+	+	+	+	+				+
	2	+	+	+	+	+				+
	3	+	+	+	+	+				+
5th Grade.	1	+	+	+	+	+				+
	2	+	+	+	+	+				+
	3	+	+	+	+	+				+
6th Grade.	1					+	+	+	+	+
	2					+	+	+	+	+
	3					+	+	+	+	+

Those of the first grade may be occupied with the Primer and First Reader, Oral and blackboard exercises, as the teachers think best and find practicable, all included under Reading and Writing in the schedule. In the 2d Grade the Second Reader may be used, and such exercises in writing and in numbers as may be deemed best, chiefly oral and preparatory. In the 3d Grade pupils may advance to the Third Reader, continue Writing, take Arithmetic to Fractions, and Primary Geography. In the 4th Grade they may take the Fourth Reader, Writing, Arithmetic to Proportion, and continue Geography. In the 5th Grade they may continue Reading, Writing, Arithmetic, Geography, and commence English Grammar. In the 6th Grade they may continue English Grammar, and take up Algebra, History, and also practice spelling by classes. They should have learned to spell, in connection with their reading, a very large per cent. of all the words contained in their several readers, and should on no account be allowed to pass from one grade to another till this can be done. Oral and written exercises in composition and the

proper use and meaning of words should be carefully and persistently attended to throughout all the grades.

In a school thus graded there will be five classes in Reading, one in Writing (for the whole school can be taught in writing at once), four in Arithmetic, three in Geography, three in English Grammar, one in History, one in Algebra, one in Spelling, and one in Composition, provided there are enough present of each grade to justify the organization of a class, which will rarely happen, except in the largest schools. This reduces the number of classes for the largest and most miscellaneous schools to twenty, as the class in Composition and Declamation need not be heard daily. Subtracting from six hours the time of the usual recesses in the forenoon and afternoon, we have left five hours and thirty minutes for twenty classes, or an average of more than sixteen minutes for each class, while in the smaller schools something better can be done.

A teacher can not, it is true, be expected to do much with twenty classes; but what can he hope to do with forty! And this number, I suppose, may be found in some of the schools as now organized.

There are obvious reasons why this work of organization should not be left to the teacher.

1. Many teachers are young and inexperienced. Though educated and fairly qualified for *teaching*, they are incompetent for the more responsible work of *organization*.

2. Many teachers who could teach pretty well are wanting in executive ability. They have little skill and tact in contending with the difficulties that embarrass this work. They do not succeed well in bringing order out of confusion.

3. Even the most competent teachers experience difficulties in this work which the proper authorities would not, and which often cripple their usefulness in school. It requires the exercise of authority. It must be done with a strong hand, and some are likely to feel aggrieved and become prejudiced.

4. Then, too, teachers are constantly changing. If a most competent teacher labor hard and really effect a good organization, when he leaves, all falls again into chaos, and the next teacher must begin *de novo* and make up his school. Old grades and classes vanish. The pupils lose their class-standing. They are again in new hands. To make sure work, most of them are put back, and under this régime many go again and again over the same part of the book, and have little hope of ever getting beyond 'Long Division' or the 'Double Rule of Three'.

5. Besides, under the law it is made the work of the directors, and

it does not, therefore, belong to the teacher. The law provides that the directors shall make all necessary regulations. They are to *adopt and enforce them*; and yet, precisely this is constantly imposed upon the teacher.

But I know it will be said, in reply to all this, that these directors are incompetent—that the teacher, after all, understands this matter better than the directors. This may be true; but the directors can get assistance. If they have a good teacher, they can, and they should, consult him. They can consult the County Superintendent. They can call in the assistance of the most experienced and most judicious educators in the vicinity or in the country. And, after advice and due deliberation, let them make up their school—so many grades, so many classes—a full course of study, so much study for each grade, so much for each term. Let them thus effect and establish an organization that is to stand for this teacher, and for the next, until experience and increasing wisdom shall make it manifest that some modification is needed.

In conclusion, Mr. Editor, let me say, I earnestly hope that something like the plan proposed will not be deemed impracticable without a trial. It is not altogether a new thing in country schools. I have just received a printed copy of the "COURSE OF STUDY recommended by the Miami County Teachers' Association for the district schools of Miami County"; and I understand it is being adopted with most satisfactory results. I happened to be present, last summer, at a meeting of this body of teachers and educators, when the propriety of attempting a better organization of the country schools was discussed, and it met with unanimous favor. They have adopted a course of study for six years, of three terms each, the work for each term and each year fixed. The subject is eliciting general attention, elsewhere among progressive educators, and we hope the time is not far distant when both teachers and school-officers will appreciate the importance of the trusts respectively committed to them, and each go to his appropriate work in good earnest. I see no good reason why the conceded advantages of graded schools may not be largely enjoyed in all the schools of the country.

"THOU must be true thyself,
If thou the truth wouldst teach;
Thy soul must overflow, if thou
Another soul wouldst reach;
It needs the overflowing heart
To give the lips full speech.

"Think truly, and thy thought
Shall the world's famine feed;
Speak truly, and thy word
Shall be a fruitful seed;
Live truly, and thy life shall be
A great and noble creed."

HISTORY IN THE PUBLIC SCHOOL.

It is to be regretted that so little interest is felt in the study of History in our district schools. A topic so full of interest, so richly suggestive, and yet so simple, should receive a generous share of attention in every American school. To too many the past is as much an unknown land as the future. For this unfortunate condition of things the school-master is largely responsible. While arithmetic, penmanship and reading have been sought with avidity by the larger pupils in the winter schools, history has been permitted to pass with the thought that it could be read, and thus learned, at any time. Indeed, in many schools, Willson, or some similar text, is put into the hands of the pupils as a reader; and, as they gallop through the years, they vainly imagine themselves *studying* history. How frequently they arrive at the end of the brief term miraculously undamaged, or even untripped by facts. The error is double: the book was never intended for a reader, and history must be wooed more earnestly if expected to be won.

Again, too much is often attempted when the study is pursued with genuine vigor. A book is selected which devotes 200 pages or more to events prior to the Revolution. If the weeks of the brief term are appropriated to the wearisome details of discovery and colonization, we need not be surprised to find our pupils locating the dark ages about 1700. What are the general conditions in the district school? A three-months term, irregular attendance, and a prejudice against the study. What ought the teacher to accomplish? He should see that all who attempt the work obtain a fair outline of the chief events from 1492 down to 1870. I think it can be done.

What are the essentials?

First, a teacher who is not too lazy to work; second, a book of about one hundred and fifty pages, well supplied with tables and geographical sketches; third, to remember that association and repetition are the price of success.

How shall the teacher proceed?

First observe, and then teach his pupils, that the work naturally divides into about four eras, each covering about a century, viz: first, the discovery period; second, the period of colonization; third, the period remarkable for its wars; and last, the administrations of the several Presidents.

The desire for gold, for immortal youth, and for an easy route to the rich regions of the East, led many an adventurer to the mysterious

West. Brief statements should be learned respecting each voyager, his time, and his object; they should then be grouped according to their nationalities and assigned as a standing lesson. An outline map of the world should always be on hand, if possible, and the pupils should trace with pointer the paths of the several explorers.

Proceeding to the second period, the time, and peculiar circumstances under which, each colony was settled should be thoroughly fixed: as, the Dutch in New York; the Puritans in Massachusetts; the Swedes and Quakers in Pennsylvania; the Catholics, under the Calverts, in Maryland, etc. Have these frequently recited. I think there should be daily reviews: a few minutes invested in this manner at each recitation will be found to return a large dividend. The review should be general in its character: as, for example, recite the names of all explorers sent out by the English, with dates—one minute is ample time; same for the Spaniards and French. Give dates of settlements of the colonies. Who settled Georgia? Give brief account. Date and place of first Spanish settlement? English? French? I think that I need not illustrate my meaning further.

Proceeding to the time most remarkable for intercolonial wars, we have, in somewhat rapid succession, King William's, Queen Anne's, and the Spanish war, followed by King George's war, the French-and-Indian war, and the Revolution. In these wars the statements should be pointed and brief, and the pupils should be constantly tested respecting the geography. Each year of the Revolution should be carefully studied, fixing the chief events and associating them with prominent men. The name of Washington is familiar to every American school-boy, and if he be followed through these years of wars carefully, there will be little more to learn.

The circumstances attending the adoption of the Constitution should by no means be omitted. Now, passing to the last period, let the names and times of the several Presidents be learned. Selecting most important events in the administration of each, let them be tied in their places by constant reviews. Accustom the pupils to outline work. What our common schools should do in history is to furnish a framework, so that the pupil may be stimulated to learn more, and so that what is read may, by associating it with the known, remain in memory as a permanent tenant.

I think that, if the plan I have suggested were carried out in the district schools of our state, the teachers would hardly have occasion to complain of the lack of interest in this study. From a collection of unmeaning words, it would be transformed into a glowing picture of the past, luminous with the glory of great deeds.

PREPARATIONS FOR FLOWERS.

BY B. B. CUTTER.

Now is the time to arrange your plans for your flower-garden next summer. Do not delay, but, as soon as you have a few moments to spare, look over the seeds saved last season, together with your notes, and then make out a list of what you will need to buy. If you have followed previous directions, your list will be small. Send it immediately to some well-known seedsman, so as to have them on hand in time to sow some of them in boxes, hot-beds, or even in cold frames, early in the season. In this way you can have a supply of flowers from four to six weeks earlier than by the usual course. Do not sow too many kinds: you will derive much more satisfaction from about twenty varieties than you would from sixty. Be sure not to cover any more ground than you can take care of and keep in the most perfect order all the season. It is best to sow only the choicest kinds, as it takes no more time to care for good flowers than it does for a lot of rubbish.

Washington School, Chicago, Jan. 11, 1871.

PROCEEDINGS OF THE ILLINOIS STATE TEACHERS' ASSOCIATION. SEVENTEENTH ANNUAL MEETING.

FIRST DAY—MORNING.

Met at Smith's Opera House, Decatur, December, 27, 1870.

1st. Prayer by Rev. S. F. Holt, of the Baptist Church.

2d. Singing—*Let all lands, with shouts of joy.*

3d. The Secretary being absent, J. A. Sewall, of Normal, was appointed Secretary *pro tem*.

4th. Address by Pres. Thomas H. Clark, of Ottawa.

5th. Adjourned to two o'clock P.M.

AFTERNOON SESSION.

1st. An exercise in Music, conducted by Dr. Blackman, of Chicago.

2d. C. P. Hall, of Princeton, was appointed Assistant Secretary.

3d. A committee, consisting of Wedgwood, of Lasalle, Andrews, of Macomb, Alvord, of Freeport, was appointed by the President to solicit subscriptions for Proceedings of the last meeting, in the three sections of the Association.

4th. Boltwood, of Princeton, English, of Cairo, Baker, of Chicago, were appointed as Auditing Committee.

Moved and carried that a committee be appointed by the President, consisting of one from each Congressional District, and one from the State at large, to nominate candidates for officers of the Association for the coming year.

5th. The regularly-elected Treasurer being absent, Etter, of Bloomington, was appointed Treasurer *pro tem.* by the President.

6th. Address by Dr. Edwards, of Normal — *Educational Fallacies.*

7th. Address by A. H. Thompson, Normal — *Museums as an Educational Force.* Discussion followed, by G. Peabody, J. W. Powell.

8th. Adjourned till seven o'clock P.M.

9th. Lecture by Rev. W. P. Jones — *Education in China, the land where none but Graduates hold office.*

10th. Adjourned.

DECATUR, WEDNESDAY, DECEMBER 28, 1870.

SECOND DAY—MORNING.

Association divided into three sections. High-School Section met in High-School House; Intermediate, in Smith's Opera House; Primary in First Baptist Church.

REPORT OF HIGH-SCHOOL SECTION.

This section met in High-School Hall, at nine o'clock, and was called to order by its Chairman, E. A. Gastman, of Decatur.

Opened with Prayer, by Dr. Wallace, Pres. of Monmouth College. J. V. Thomas, of Dixon, appointed Secretary.

An able and interesting paper was read by H. L. Boltwood, of Princeton High School: subject — *Course of Reading for High Schools.*

Discussion of same by W. M. Baker, Industrial University.

Questions and answers relating to subject-matter of essay were also given, affording great interest.

Recess — fifteen minutes.

At 10.40, Miss Grennell, of Peoria High School, gave *Thoughts upon a Course of Arithmetic for High Schools*, calling forth a discussion

highly interesting, from Prof. Moore, of Charleston; E. C. Smith, of Dixon; C. P. Hall, of Princeton; and Dr. Wallace, of Monmouth.

Moved by E. C. Smith, of Dixon, that a committee of three be appointed by the Chair, whose duty shall be to draft a resolution relating to the matter of giving 'College Presidents and Professors a place in the work of this Association from year to year', and report to general meeting. Carried.

Messrs. Smith, of Dixon, Coy, of Peoria, and English, of Cairo, were appointed that committee.

Adjourned.

J. V. THOMAS, Secretary.

REPORT OF INTERMEDIATE SECTION.

Met at Smith's Opera House, at 9.15 A.M.

G. G. Alvord, of Freeport, in the Chair. J. W. Cook, of Normal, was made Secretary.

Session opened by singing, and prayer by Sup't Wells, of Ogle.

E. A. Gove, of Normal, presented a paper on *Course of Reading in Intermediate Schools*. Discussion of same by Sup'ts Wedgwood, of Lasalle; Wells, of Ogle; Roots, of Perry; Charles, of Kane; Slade, of St. Clair; and Pres. Edwards, of Normal.

Recess.

Paper on *Course of Arithmetic for Intermediate Schools*, prepared by H. J. Sherrill, of Belvidere, Mr. S. being absent, was read by J. W. Cook, of Normal.

Reading was followed by discussion of same by Sup't Charles, of Kane; S. H. White, of Peoria Co. Normal School; Sup'ts McKim, of Macon; Wells, of Ogle; Slade, of St. Clair; Mr. Dow, of Moline, and Mr. Raymond, of Springfield.

Adjourned.

J. W. COOK, Secretary.

REPORT OF PRIMARY SECTION.

The Primary Section having been called to order by the Chairman, prayer was offered by Mr. Wilkinson, of Lincoln. Mr. Tyler, of Virginia, was then elected Secretary; after which, Prof. Blackman occupied a few moments upon the *Method of Teaching Vocal Music*.

A *Course of Reading for Primary Schools* was presented in an able paper by Miss F. E. Lindsley, of Aurora, followed by a discussion by Mr. Andrews, of Macomb, and Mr. Fuller, of Lacon.

At the suggestion of Mr. Snow, of Batavia, the discussion was con-

tinued after recess. Messrs. Wilkinson, Simonds, Kilborn, Roots, Noble, Baker, Snow, and Hanford, took part, each speaker being limited, by vote of the section, to two and one-half minutes.

Mr. O. T. Snow, of Batavia, then presented a *Course of Arithmetic for Primary Schools*, which elicited remarks from Messrs. Powell, Etter, Simonds, and Fuller.

Adjourned.

W. WILKIE, Chairman.
F. M. TYLER, Secretary.

AFTERNOON SESSION.

Association met at two o'clock P.M.

The following was offered by Sup't Wells, of Ogle.

Resolved, That we are under great obligations to Mr. Gastman, and we hereby express our heartfelt thanks for his labors in behalf of this meeting of our Association.

Resolved, That we thank the members of our late State Constitutional Convention, not only for framing for our citizens the best State Constitution in the Union, but for embracing therein such articles as insure the privilege of securing a good common-school education to every child within the borders of our state.

The President announced the following committee for nominating officers for the ensuing year: S. M. Etter, for the State at large; 1st, District, I. S. Baker; 2d, O. T. Snow; 3d, E. C. Smith; 4th, William Griffin; 5th, J. N. Fuller; 6th, W. D. Hall; 7th, J. H. Thompson; 8th, Aaron Gove; 9th, M. Andrews; 10th, J. Hobbs; 11th, B. G. Roots; 12th, J. P. Slade; 13th, H. S. English.

Messrs. Edwards, Roberts, and Boltwood, were appointed a committee to provide means to discharge the debt of the Publishing Committee.

Music by Blackman, of Chicago.

Address by Hon. Newton Bateman: *The New Constitution—its Relations to the School System*.

Mr. Gillett was prevented attending the Association and presenting his essay on *The Philosophy of Education as developed with the Deaf and Dumb*.

The following resolution, presented by S. H. White, was adopted:

Resolved, That the Association sympathize with Prof. Gillett in the deep affliction which has caused his absence upon this occasion, and cordially invites him to occupy a part of the time at its next meeting.

Hon. N. W. Edwards read an interesting paper on *The History of the School System of Illinois*.

Adjourned to seven o'clock P.M.

EVENING SESSION.

Miss Mary Ashmun read a paper on *Character*.

Rev. H. M. Goodwin delivered a lecture on *The Suggestive Method*.

THURSDAY, DECEMBER 29TH.

MORNING SESSION.

Met at nine o'clock A.M.

1st. Prayer by H. L. Boltwood.

2d. Music, conducted by Blackman, of Chicago.

3d. Committee on Publication made a report, which was accepted.

4th. Mr. Etter, Chairman of Committee on Revision of Constitution, read report. Report laid on table.

5th. The Secretary was instructed to cast ballot for officers.

The following officers were elected for the ensuing year:

President—Jas. H. Blodgett, Winnebago. *Secretary*—Jephthah Hobbs, Shelby. *Treasurer*—J. B. Roberts, Knox. *Executive Committee*—J. E. Dow, Peoria; J. A. Sewall, Normal; S. M. Etter, Bloomington. *Vice-Presidents*—At large, E. W. Coy, Peoria; 1st District, Leslie Lewis; 2d, H. O. Snow; 3d, G. G. Alvord; 4th, J. M. Wilson; 5th, H. L. Boltwood; 6th, William Brady; 7th, O. F. McKim; 8th, J. O. Sampson; 9th, Daniel Branch; 10th, W. F. Gorrell; 11th, L. S. Kilborn; 12th, J. P. Slade; 13th, H. S. English.

6th. *Truancy and Truant Laws*. Mr. Perkins being absent, S. H. White, of Peoria, presented a brief paper on the subject, followed by discussion by Hall, of Bloomington; Crosby, of Davenport, Iowa; Slade, of St. Clair; Wells, of Ogle; Pickard, of Chicago; Powell, of Aurora.

7th. Voted to recommit the report of the Committee on Revision of Constitution to same committee, to report at next annual meeting.

The Treasurer was ordered to pay any balance in his hands to Committee on Publication.

REPORT OF TREASURER.

December 29th, 1870.

Received as membership fees	\$120.00
Paid Powell and Blodgett for expenses of Executive Committee, including R. R. Tickets, Telegraphing, Postage, etc.....	\$25.20
" O. Blackman, for express on Singing-Books.....	5.70
" Expenses of H. M. Goodwin	20.00
" N. C. Nason, for programmes.....	20.00
" Secretary, for Stationery .....	.90
	<hr/> 71.80
Remaining in Treasury.....	\$48.20

B. P. MARSH, Treas.

8th. Voted that the time and place of the next meeting of the Association be left with the Executive Committee to determine.

9th. Essay, by Miss Grace C. Bibb, of Springfield: *Course of Study for High Schools*.

10th. Report on *Schools in Canada*, by Roberts, of Galesburg.

11th. Report on *Schools in England*, by Dr. Edwards, of Normal.

12th. Adjourned.

J. A. SEWALL, Secretary.

EDITORIAL DEPARTMENT.

PROCEEDINGS OF STATE ASSOCIATION.—It will be seen that we give in this number of the Teacher the Secretary's Report in full of the proceedings of the recent meeting of the State Teachers' Association. The papers and addresses presented on that occasion will appear in subsequent numbers, *in addition to the average of 36 pages per number promised in our prospectus*. This arrangement will secure to the Association all the benefits of the publication, give its transactions a wider circulation than they have ever had before, and extend correspondingly its reputation and influence. It will also make the Teacher the largest educational journal at its price in the country. Our friends are requested to circulate the above fact and use their influence in securing new subscribers for the present volume.

THE STATE ASSOCIATION, at its late meeting at Decatur, was a gathering of the working teachers of the state, without the promiscuous attendance which has some times added to its numbers. The proceedings, which will be published in subsequent numbers of the Teacher, will give the addresses and essays in full, and we content ourselves here with a few general impressions of the week.

President Clark, in his address upon *Courage essential to the Teacher*, called attention to many of the weaknesses incident to the profession, and suggested the need of courage to possess a political and social individuality, to be true to one's profession, to be conscientious and impartial in the discharge of duty in it, to acknowledge an error and make amends for it, courage to go straight forward showing equal justice to all. The address was wholesome in its spirit, and calculated to develop manhood and character in the profession.

President Edwards did a good work in exposing some of the fallacies which teachers and others some times entertain concerning education. We wish that what he said concerning culture, expensive buildings, and normal instruction, had been heard by every friend of education in the state. We wish, too, that he had had time to expose other fallacies which are operating to retard the progress of education and provoke a criticism hostile to it.

The discussion which followed Prof. Thompson's paper on *Museums of Natural History* was too brief to produce any decided impression on the subject.

The section work of the Association was the most profitable portion of the session. Time was afforded to discuss somewhat satisfactorily the subjects presented, and those speaking evidently had some definite thought to express. Valuable ideas were presented, which will be reduced to practice in the instruction given by those present. The result of working in sections in the Association thus far will warrant the giving of more time to this part of the programme.

The discussion of *Truancy and Truant Systems* was somewhat rambling, and by no means exhaustive. So far as it gave opportunity of judging, it revealed strong and quite unanimous sentiment against compulsory education, and a divided opinion upon the subject of truant laws, with the preponderance against them. We consider the discussion to indicate a wholesome caution on the part of teachers lest overaction may impair the efficiency of our school-system and injure its popularity.

The evening addresses of Prof. Jones and Dr. Goodwin were finished productions, and furnish food for much profitable thought. Prof. Jones prefers not to publish his lecture, but promises the readers of the Teacher a few articles concerning the educational system of China.

In excellence of thought, beauty of expression, and especially in clearness of delivery, the papers of Miss Ashmun, of Rockford, and Miss Bibb, of Springfield, were among the best. The objection that ladies have weak voices, hitherto urged against their having place in the programme, has been shown by the result of this and the previous meeting to be unfounded.

Dr. Bateman gave a full and careful exposition of those parts of the new Constitution which relate to the school-system, and Hon. N. W. Edwards, first Superintendent of Public Instruction, presented interesting facts connected with the early history of education in the state.

There were some failures arising from unavoidable causes, but which were fully explained. Of these the most serious was the absence of Prof. P. G. Gillett, of the Deaf-and-Dumb Asylum, into whose family sickness and death had entered and taken one of the dear little ones of the home band. The Association passed a resolution of sympathy and expressed a desire that he take part in the exercises next year. Of unexplained absences there were some. We commend to such absentees the question whether they should not, in common courtesy, take the course which they demand of their pupils in the event of absence.

REPORT OF STATE SUPERINTENDENT.—By the courtesy of Hon. N. Bateman, State Superintendent, we are in possession of advance sheets of the Eighth Biennial Report of the Department of Public Instruction. Without taking time for the full notice which the importance of the document demands, we content ourselves with a brief abstract of it in the order of its subjects. The report is an exhibition of the educational system of the state, in its practical workings and its financial condition. It is an able paper, and at this time, when our educational polity is to receive an unusual scrutiny in view of its conformation to the new Constitution, its very full exposition will be of great service to the legislature.

Statistics.—In the following summary the similar data for 1869 and 1870 are placed side by side, for greater convenience in comparison. The whole population of the state, according to the U. S. census of 1870, is 2,549,410; number of persons under twenty-one years, 1,288,446—1,323,092; whole number between the ages of

six and twenty-one, 837,464—862,624; number of school districts, 10,593—11,006; number having school six months or more, 9,769—10,179; number having no school at all, 374—276; number of public high schools, no report for 1869, for 1870, 108; graded schools, 722—641; ungraded common schools, 9,774—10,262; private schools, 600—530; pupils in private schools, 39,379—41,001; aggregate number of days schools in session, 1,484,307—1,553,238; average number of days schools sustained, 141—142; number of male scholars, 345,279—344,375; female, 304,470—308,340; male teachers, 8,981—8,761; female, 10,423—11,320; grand total number of days' attendance, 43,418,904—47,896,931; average daily attendance, 307,008—339,540; number of school-houses, 10,485—10,773; school-houses built during the year, 485—547; total cost of same, \$1,126,417.14—\$830,154.77; volumes bought for district libraries, 3,439—6,093; whole number of volumes in district libraries, 52,149—68,894; total receipts, \$7,064,793.10—\$8,057,232.18; expenditures, \$6,017,281.78—\$6,881,537.62; balance on hand at close of year, \$1,047,511.32—\$1,175,694.56; highest monthly wages paid to male teachers, \$250—\$250; to females, \$120—\$120; lowest monthly wages to male teachers, \$10—\$12; females, \$8—\$6.34; average monthly salaries of male teachers, \$45—\$48.35; of females, \$34.50—\$36.66; estimated value of school-houses, \$10,867,844—\$10,928,298.50; total estimated value of school-property, \$16,410,257—\$16,859,300.09; assessed value of taxable property as reported by townships for 1870, \$657,290,641.31; average rate of special school-tax, 7.48 mills; cost of tuition per scholar on school census, \$4.04—\$4.60; incidentals, \$.74—\$.75; cost on enrollment—tuition, \$5.21—\$6.08, incidentals, \$.96—\$.99; cost on average daily attendance—tuition, \$11.02—\$11.87, incidentals, \$2.02—\$1.93; cost per pupil, including tuition, incidental expenses, and six per cent. interest on estimated valuation of school-property—on school census, \$5.80—\$6.34, on number enrolled, \$7.49—\$8.38, on average daily attendance, \$15.84—\$16.37; ratio of the whole number of pupils enrolled to the whole number of school-going children in the state, .775—.757; ratio of average daily attendance to same number, .366—.393; ratio of average daily attendance to whole number of pupils enrolled, .472—.521; total common-school fund of the state, July 31, 1870, \$6,157,052.40; number of applicants examined by county superintendents during the year, 14,386—17,233; number rejected, 2,480—3,813; number of certificates issued—first grade, 2,232—2,573, second grade, 9,674—10,847, third grade, 11,906—13,420; number of different schools visited, 8,353—8,360; visited more than once, 2,393—1,885; not visited at all, 1,510—2,026; days employed in visiting schools, 8,026—7,681; in examination of teachers, 3,226—3,520; in teachers' institutes, 506—565; in current office work, 3,010—3,647; in special and miscellaneous duties, 1,354—1,438; whole number days' service rendered, 16,122—16,851; average number of same, 158—165; average number spent in visiting schools, 78—75; average yearly compensation, \$924—\$959.90; number of institutes held, 118—119; average days' continuance, 3.14—3.9; amount appropriated by counties, \$1,535.35—\$1,583.75; number of state certificates issued, 13—16; expenses of State Normal University, \$30,876.61—\$31,863.79.

The report discusses quite fully the provisions of the new Constitution which relate to the system of public instruction, and the duties and responsibilities of the several officers in the custody of the school-funds. Compulsory attendance is recommended as a preventive of the evils of absenteeism. A description and statement of the condition of the Southern Normal University is presented. Brief

reports of the Cook and Peoria County Normal Schools are given, and encouraging prospects for the formation of others are stated. The rapid growth and greatly increased popular confidence in the Industrial University are noticed, with a statement of the extent and character of the work it is doing. The assets of the institution are given, \$610,000; yearly income, \$35,000; expenditures, the same. The necessity of the system of county supervision is strongly urged, with a recommendation that a proper standard of qualification should be prescribed. A word of caution is given against too great outlay in the erection of school-buildings. The question of State Uniformity in Text-Books is presented at considerable length and its adoption discouraged.

We have briefly indicated the contents of the report. The topics which it discusses are important and of interest to all connected with the educational progress of the state, and its recommendations will, we hope, receive the careful consideration of the legislature.

EDUCATION AND THE EXECUTIVE.—In his message to the legislature, Governor Palmer presents an exhibit of the condition of public education in the state, without attempt at rhetorical effect, and void of useless verbiage. After giving the credit of the general good condition of the common schools to the State Superintendent and the officers and teachers who labor with him in administering them, he recommends that the province of the higher educational institutions be carefully prescribed by proper legislation, and their expenditures confined to specific purposes; recognizes the growing strength of the Industrial University, and suggests a diminution of its board of control; disapproves of the great outlay of money in building expensive accommodations for the Southern Normal University, and also of the proposition to open that school before accommodations are prepared for it; and commends the management and wants of the charitable institutions of the state to the careful attention of the legislature.

The governor's views are evidently the result of careful discrimination, and evince a desire for the greatest efficiency of the educational interests of the state consistent with prudent administration of them. What he says about extravagance in the management of the Southern Normal University is well timed. The injury which extravagance has done to the educational progress of the state, especially in the higher departments, is an obstacle successfully thrown in the way of those laboring for its further advancement, and which it will take a long while to surmount, if it does not furnish ground for direct attacks upon the whole system. It seems to us cause for regret that the Southern Normal can not be opened at once. Suitable building accommodations can be had, and nothing needs to be done but to organize the school and go to work. The institution would then have the benefit of some age and experience in taking possession of its new home, and would not, by its meagre numbers, afford so great a contrast with its extensive accommodations.

WHERE ILLINOIS TEACHERS COME FROM.—Of the 136 teachers who recorded their names in the Book of Autographs at the late meeting of the State Association at Decatur, 32 were born in Illinois, 23 in New York, 17 in Ohio, 9 in Maine, 8 in Massachusetts, 7 in Pennsylvania, 6 in Indiana; New Hampshire, Vermont and Canada each had 4 representatives; Kentucky, 3; Georgia, Virginia, Wisconsin, Tennessee, Connecticut and New Jersey, each 2; and foreign countries, 7.

Among the whole number there were 22 who were educated at the Illinois State Normal University, 3 at Illinois College, 2 at Knox College, 1 at Illinois Wesleyan University, 1 at Lombard University, 3 at Brown University, 2 at Dartmouth, 2 at Miami University, 2 at Bowdoin, 2 at Michigan University, and one at each of the following institutions: University of Vermont, Oberlin, Wheaton, Iowa University, and Yale.

LIST OF COUNTY SUPERINTENDENTS OF SCHOOLS, CORRECTED TO JANUARY 1ST, 1871.

Counties.	Names.	Post-Offices.
Adams	John H. Black	Quincy.
Alexander	Louis P. Butler	Cairo.
Bond	Rev. Thos. W. Hynes	Old Ripley.
Boone	William H. Durham	Belvidere.
Brown	Hon. Jno. P. Richmond	Mt. Sterling.
Bureau	Rev. Albert Ethridge	Princeton.
Calhoun	Solomon Lammy	Hardin.
Carroll	James E. Millard	Lanark.
Cass	Harvey Tate	Virginia.
Champaign	Thomas R. Leal	Urbana.
Christian	William F. Gorrell	Taylorville.
Clark	William T. Adams	Marshall.
Clay	Charles H. Murray	Clay City.
Clinton	Solomon B. Wyle	Trenton.
Coles	Rev. Stephen J. Bovell	Ashmore.
Cook	Albert G. Lane	Chicago.
Crawford	Samuel A. Burner	Robinson.
Cumberland	William E. Lake	Majority Point.
DeKalb	Horace P. Hall	Sycamore.
DeWitt	Francis M. Vanlue	Clinton.
Douglas	Samuel T. Callaway	Tuscola.
DuPage	Charles W. Richmond	Naperville.
Edgar	Andrew J. Mapes	Paris.
Edwards	Levinus Harris	Albion.
Effingham	Sylvester F. Gilmore	Effingham.
Fayette	David H. Mays	Vandalia.
Ford	James Brown	Paxton.
Franklin	Robert R. Link	Benton.
Fulton	Horatio J. Benton	Lewistown.
Gallatin	Nathaniel P. Holderby	New Market.
Greene	Caleb A. Worley	Carrollton.
Grundy	Hiram C. Gould	Morris.
Hamilton	George B. Robinson	McLeansboro.
Hancock	Rev. William Griffin	Carthage.
Hardin	John Jack	Elizabethtown.
Henderson	R. P. Randall	Olena.
Henry	Henry S. Comstock	Cambridge.
Iroquois	L. T. Hewins	Oakalla.
Jackson	John Ford	Murphysboro.
Jasper	P. S. McLaughlin	Newton.
Jefferson	George W. Johnson	Mt. Vernon.
Jersey	Charles H. Knapp	Jerseyville.
Jo Daviess	George W. Pepoon	Warren.
Johnson	Robert M. Fisher	Vienna.
Kane	George B. Charles	Aurora.
Kankakee	Rev. Fred. W. Beecher	Kankakee.
Kendall	John R. Marshall	Yorkville.
Knox	Frederick Christianer	Abingdon.

Counties.	Names.	Post-Offices.
Lake	Byron L. Carr.....	Waukegan.
Lasalle	George S. Wedgwood	Lasalle.
Lawrence	Ozias V. Smith	Lawrenceville.
Lee	James H. Preston	Amboy.
Livingston.....	H. H. Hill.....	Pontiac.
Logan.....	Levi T. Rogan.....	Lincoln.
Macon	Oscar F. McKim.....	Decatur.
Macoupin	Fletcher H. Chapman.....	Carlinville.
Madison.....	John Weaver.....	Edwardsville.
Marion.....	James McHaney.....	Salem.
Marshall	John Peek.....	Henry.
Mason.....	Henry H. Moose.....	Havana.
Massac	William H. Scott.....	Metropolis.
McDonough	Lloyd H. Copeland.....	Bushnell.
McHenry	Gardiner S. Southworth.....	Woodstock.
McLean	John Hull.....	Bloomington.
Menard	William H. Berry.....	Petersburg.
Mercer	Fred. W. Livingston	Keithsburg.
Monroe	Joseph W. Rickert.....	Waterloo.
Montgomery.....	Rev. Hiram L. Gregory	Irving.
Morgan	Samuel M. Martin	Jacksonville.
Moultrie.....	David F. Stearns	Sullivan.
Ogle	Edward L. Wells	Oregon.
Peoria	N. E. Worthington	Peoria.
Perry	B. G. Roots.....	Tamaroa.
Piatt	Caleb A. Tatman	Monticello.
Pike	John N. Dewell.....	Pittsfield.
Pope	Theodore Steyer.....	Golconda.
Pulaski	James H. Brown	Mound City.
Putnam	A. W. Durley.....	Hennepin.
Randolph	Robert P. Thompson.....	Chester.
Richland	John C. Scott.....	Olney.
Rock Island	Mansfield M. Sturgeon	Rock Island.
Saline	Frederic F. Johnson.....	Harrisburg.
Sangamon	Warren Burgett	Springfield.
Schuyler	Jonathan R. Neill.....	Rushville.
Scott	James Callans	Winchester.
Shelby	Anthony T. Hall.....	Shelbyville.
Stark	Bartlett G. Hall.....	Toulon.
St. Clair.....	James P. Slade.....	Belleville.
Stephenson.....	Isaac F. Kleckner.....	Freeport.
Tazewell	Stephen K. Hatfield.....	Tremont.
Union	Philip H. Kroh.....	Jonesboro.
Vernilion	John W. Parker.....	Danville.
Wabash	James Leeds.....	Friendsville.
Warren	James B. Donnell.....	Monmouth.
Washington	Alden C. Hillman.....	Nashville.
Wayne	William A. Vernon	Johnsonville.
White	James I. McClintock.....	Carmi.
Whiteside	Michael W. Smith	Morrison.
Will	Salmond O. Simonds	Joliet.
Williamson.....	Augustus N. Lodge	Marion.
Winnebago.....	Archibald Andrew.....	Rockford.
Woodford	Wm. H. Gardner	Panola.

COOK COUNTY NORMAL.—The total number of pupils in this school during its first year was 60; second year, 79; third year, 83. The average attendance during the first year was 51; second year, 64; third year, 71.

MONTHLY REPORTS.—The following is the list of reports which have been given in for the month of December:

TOWN OR CITY.	No. of Pupils Enrolled.	No. of Days of School.	Average No. Belonging.	Av. Daily Attendance.	Per ct. of Attendance.	No. of Tardinesses.	No. neither Absent nor Tardy.	PRINCIPAL OR SUPERINTENDENT.
Kankakee	774	15	691	652	94.3	197	270	A. E. Rowell.
Creston	107	17	87	62	71.3	13	26	P. R. Walker.
Mattoon, West side	298	17	263	238	92.8	116	59	J. H. Thompson.
Lincoln	960	19	671	601	91.2	880	217	I. Wilkinson.
Maroa	163	17	151	140	92	155	56	E. Philbrook.
Mason City	368	15	332	301	90.8	4	152	Frank C. Garbutt.
Belvidere	316	17	305	282	92.5	53	169	H. J. Sherrill.
Dixon	533	20	459	470	95	275	187	E. C. Smith.
East Aurora	1416	20	1341	1233	91.9	312	438	W. B. Powell.
Oak Park	108	19	104	101	96.7	13	55	Warren Wilkie.
Odin	165	13	154	141	91.5	275	26	L. S. Kilborn.
Normal	347	18	332	316	95.2	100	162	Aaron Gove.
Lewistown .....	...	17	335	313	93.8	162	147	Cyrus Cook.
Clinton	532	19	503	479	95	20	243	S. M. Heslet.
Shelbyville	390	20	379	329	86.6	356	106	J. Hobbs.
Pana	496	12	414	392	95	62	217	J. H. Woodul.
West and South Rockford	1160	...	1098	1024	93	393	410	{ J. H. Blodgett and O. F. Barbour.
Peoria	2115	15	1959	1824	93	239	818	J. E. Dow.
Cairo	523	17	485	432	89	54	162	H. S. English.
Chicago	30266	20	28538	27552	96.5	8804	...	J. L. Pickard.
South Pass	235	14	196	177	90.3	103	58	F. G. Miller.
Macomb	637	20	614	590	96.4	176	342	M. Andrews.
Henry	330	14	313	302	96.6	116	206	J. S. McClung.
Ottawa	1314	20	...	...	96.7	164	638	T. H. Clark.
Elgin	871	18	796	762	96.3	255	334	C. F. Kimball.
Lasalle	662	19	581	560	96.4	219	241	W. D. Hall.

STUDY OF GRAMMAR.—The article in the present number on this subject will receive, we hope, the careful attention of all our readers, especially those in schools of lower grade. We refer to it here for the purpose of emphasizing the main thought of the writer, that language is the result of habit, and that time and practice are as necessary here for the formation of a good habit as in any other case. The child's use of language is largely acquired long before he sees a grammar, and it will be good or bad just as the speech he hears is pure or corrupt. And by the same process of continued repetition that incorrect language is learned must it be unlearned, only the work must be more persistent. The teacher who relies on a knowledge of grammar, as taught generally, to correct the language of the pupil leans upon a weak support. Grammar teaches the theory of language which the pupil *may* put in practice for his own guide. But in this case *may* does not mean *must*, and practice goes on in defiance of theory. In fact, practice, rightly directed, may, and if persevered in will, accomplish more than is done by theory. The teacher should bear in mind the adage about the continual dropping wearing the stone, and never weary of giving a word of correction here and another there, through all the day, as opportunity arises.

And just here we would like, in the pleasantest manner possible, to raise the question in the minds of our fellow teachers, whether their own speech is not often the model which unintentionally leads their pupils' tongues astray. "As is the teacher, so is the school." The minds of those before us reflect our expressions as well as character.

Another point to which we wish to refer here is that of utility. The three R's comprise, in the minds of many, every thing necessary for an American youth to

know. Never was there a more fatal mistake. No attainment is of greater practical value than the ability to express one's thoughts easily and exactly. We count those things most useful which do us the greatest service. What faculty do we use oftener than that of speech? It is the natural channel by which all the other powers express themselves. Arithmetic, the ability to reckon interest on a note or the value of a load of grain, is counted a preëminently practical study; yet, what an endless amount of disagreement in business, and what fortunes are lost in litigation, because of the inability of men to use and understand plain, direct language. How many times is it the experience of every person that much money would be willingly given for the ability to clearly express one's thoughts. How often is a ready speech the chief, or perhaps the only, passport to position and influence in society, while he of more solid attainments but slower speech must content himself with a more subordinate position. Are not these results of a power to use language of a practical character? As a condition precedent to the possession of wealth, position, or honor, there is no study taught in the schools of more value than that of language.

TRUANCY AND VAGRANCY.—One would almost infer, after listening to the discussion on this subject at the late meeting of the State Teachers' Association, that the educational millenium was about to dawn; that the time had come when our system of public schools has become so perfect and so popular that every truant boy will voluntarily come forward and say that nothing whatever, neither marbles nor base-ball, neither fishing, swimming, nor skating, neither horse-fairs, clowns, nor elephants, has for him the attractions that abound in the school-room. The art educational has become so perfect and the artists so skillful that the little brown-faced urchins of the street will gladly become subjects for treatment for the pleasure of the operation.

Would that it were so. But we judge that boyish human nature is about the same now as ever, and that, though our school-system has gone a good way toward perfection theoretically, and is really very excellent practically, some time will yet elapse before its attractions will counterbalance the temptations for all classes of boys to play the truant.

Grant that there are individuals with whom special treatment is successful. Where such will be the case, it should by all means be tried; and, since only trial can determine its efficiency, it should be tried in every instance. But *does it reach all cases?* Have the opponents of truant systems any instances where the kindness, persuasion and forbearance of those in the management have succeeded in removing or in greatly mitigating the evil?

It seems to us that the mistake has been in drawing a general deduction from too few facts. Just the opposite conclusion can be reached in the same way, for there are cases, and this is not denied by any, which none of the means recommended have reached.

The question is largely one of experience. Truancy has been the experience of the schools in all large towns and cities. By diligence on the part of the authorities, many truants have been reclaimed; but there have been left others who could be reached only by some helping agency. Wherever truant systems have been adopted, their influence has, we believe, been found salutary, and legislation on this subject is on the increase.

We have not room to discuss the question further at present, but may refer to it again.

POSITION IN WRITING.—Whether the pupil faces the desk or has either side to it is a question of not so great moment. The position will depend, to some extent, upon whether he is standing or sitting, writing in a large book or on a single sheet, writing only a few minutes or all day. The important point is that the body shall not be distorted, and that the movement shall be easy and consistent with rapidity. The forearm should rest upon the muscle near the elbow, the wrist should not touch the desk, and the hand should not be allowed to turn upon the side. To prevent the movement across the page from being made by bending the wrist, and also to avoid the tendency to roll the hand upon the side, have the pupil close the third and fourth fingers entirely, not allowing them to touch the paper at all. By practice he will learn to move the hand properly and steadily, as a child having sufficient strength will sooner learn to walk if not allowed to creep.

NORMAL UNIVERSITY.—During the last term the attendance was, in the Normal Department—gentlemen, 112, ladies, 197; High School—gentlemen, 27, ladies, 25; Grammar School—boys, 64, girls, 41; Primary School—boys, 18, girls, 9; aggregate, 493. The institution has graduated eleven classes in all, numbering, in order of time, as follows: ten, eight, eight, seven, eight, eleven, fifteen, thirteen, nineteen, nineteen, twenty-seven. During the thirteen years since its organization, 2,084 students have, for a longer or shorter time, received instruction in the Normal Department. Of this number it is estimated that one thousand are now teaching in this state. Careful inquiry concerning the occupation of the students in the High and Grammar-School departments of the Model School, after leaving the university, has developed the fact that full thirty per cent. of their number betake themselves to the profession of teaching. Taking this into consideration, the number of actual teachers upon whom the institution exerts a direct influence is increased to about ninety more than that given in our table in the January number. The present term opens with very full attendance.

INDUSTRIAL UNIVERSITY.—The total number of students during the year ending June, 1870, was 196; number during the fall term of 1870, 209; the present number is 230, of whom 15 are ladies. Fifty counties of the state are represented.

AN ENGLISH OPINION OF AMERICAN EDUCATION.—Mr. Mundella, a progressive member of the British Parliament, and one of those mainly instrumental in securing the adoption of the new system of public free schools in Great Britain, has been on a visit to this country, and leaves his impressions of our schools and school-system in the following letter to General Eaton, Commissioner of Education at Washington:

My Dear General: I have much pleasure in answering your inquiry as to my opinion of the American School system. I may congratulate you without reserve on possessing, in all the states through which I have passed, the best and most commodious school-houses in the world. Nothing which I have seen in any European country will compare with them—the State of Massachusetts, I think, and more especially the City of Boston, standing preëminent. The Normal Schools which I have seen are excellent, and the attainments of the teachers, especially of the female teachers, beyond any thing I could have expected, and far beyond any thing I have witnessed elsewhere.

The munificence of the American people in the sections I have visited in providing schools is, in my opinion, entirely without a parallel, a good education being

offered free to every American child. If I have any regret, it is to notice that where such ample, almost lavish, provision has been made, there are still many who partake very sparingly only, while others absent themselves altogether from the feast. If you could introduce a plan for enforcing regular attendance for a course of years, as is done in Germany, your educational system would leave little or nothing to be desired. I may state, from long experience, that where the education of children is wholly dependent upon the parents, selfishness or indifference, or intemperate habits, of many, will cause a considerable number to be entirely neglected, or only partially educated; and in a country like yours, where the only guaranty for your free institutions is the intelligent assent and support of the citizens, the state and the nation have a right to demand that those who share in the government of the country, and enjoy its privileges, shall have had the advantage of education and a virtuous training.

In my opinion, the successful working of the schools in Boston is mainly attributable to the fact that large compulsory powers are exercised by the School Board of that city. I can quite understand that American citizens generally need no compulsory powers to enforce the education of their children; but with the immense influx of emigrants from all quarters of the world, too many of them, also, entirely illiterate, it is not safe to commit to the discretion of such persons the question whether the future citizens of this country shall or shall not be educated. It appears to me that a great impulse could be given to the work of education in every state by the exercise of some central inspection and supervision from your own department. Great emulation, I think, would follow from a fair annual estimate of the quality and result of the instruction afforded in every state, emanating from some central authority. I think the District of Columbia might and ought to be made a model for every other section of the Union.

My observations have been entirely confined to the elementary, grammar, high and normal schools, and institutions for technical instruction; but I have not seen any of your universities or professional colleges, and am unable, even if I were qualified, to give an opinion as to their extent and value.

While there is so much room for congratulation, there is an immense field remaining unoccupied, which can not be neglected without grievous loss to the nation. I refer to technical, industrial and art education, which, so far as national and state effort is concerned, seem to have been much neglected. The Cooper Institute of New York, and the Institute of Technology at Boston and Worcester, are bright exceptions. The first I regard as one of the most noble and useful instances of private benevolence I have ever encountered. I remain, dear General, yours faithfully,

A. J. MUNDELLA.

SCHOOL JOURNALS.—We are glad to welcome to our table the Wisconsin Journal of Education and the Connecticut School Journal, both revived after a long suspension. Both are presented in fine style, and are filled with articles of substantial merit. There is no agency so well calculated to build up a professional spirit among teachers as a well-conducted school journal, while it performs an important part of the work of education, which nothing else can do. We trust these new journals will receive the generous support from the teachers of their respective states which they abundantly deserve. The investment will be returned to their subscribers in full value, with large profits. The subscription price of each is \$1.50. The former is published by Samuel Fallows and J. B. Pradt, Madison, and the latter by H. C. Davis, New Haven.

PERSONAL.—On the fifteenth anniversary of the marriage of our friend J. B. Roberts, Superintendent of Schools, Galesburg, a large number of his friends gathered to extend to himself and his estimable lady their greetings, their hearty congratulations, and good wishes. We take the following from an account of the occasion in the Galesburg Free Press.

"About half-past seven o'clock the guests assembled, some 150 in number, and after a short time spent in greetings and congratulations, Dr. Beecher, in a very pleasant and appropriate speech, presented Mr. and Mrs. Roberts, on behalf of the teachers of the public schools, a beautiful crystal dessert set, including an epergne, elegantly mounted in silver—a very costly and valuable present. On behalf of the large number of citizens present, Dr. Beecher presented them with a handsome breakfast castor, fruit-stand, pitcher, and three magnificent flower-vases, all of the most exquisite design and elaborate workmanship. A note from Mr. Briggs announced that the friends had arranged with him for enlarged photographs, painted in water-colors, of Clara and Eddie, their little ones, who have crossed the dark river to that bright shore where sorrow and death never come."

Mr. Roberts's circle of friends is by no means limited to the City of Galesburg, and we are sure that those without as sincerely congratulate him at this time as do those within. They will heartily join in the following appreciative words from the editor of the Free Press, and in the wish with which he closes:

"Mr. Roberts is a gentleman who cast his fortunes in Galesburg years ago, and his associations have been such among us that he has found a place in the affections of all who have made his acquaintance. Having been long connected with public schools, a large class have grown up under his immediate control, and have learned to love and respect him. Mr. Roberts is a man of culture and refinement, the perfect gentleman in his deportment, and an honor to the circle in which he moves, against whose private or public character no breath of suspicion was ever cast, and is therefore proof against that *pool* of calumny which exists in every community, and casts its slime on all who dare to openly vindicate the right, and condemn the wrong. And this is why so large a throng assembled last evening to present to him and his lady tokens of their regard, and wish them that their lives in future may be by crystal streams that murmur through pleasant places."

—J. S. Wilson, of Paxton, takes charge of the Seventh-Ward School at Ottawa.

—R. A. Childs, of the last class at the Normal University, is meeting with fine success at Amboy.

—Miss Emaline Dryer, Preceptress at the Normal University, has resigned.

—Miss E. Crocker, late of the Decatur Schools, has recently set out upon the 'long path' with Mr. J. W. Weston, of La Crosse, Wisconsin.

—We notice that M. V. B. Shattuck, formerly a prominent teacher in this state, has donned the title *Dr.*, and has settled at Sedalia, Mo. He is still active in educational work, and has been largely instrumental in securing the location of one of the normal schools of the state at his place.

—We hear of Prof. Sanborn Tenney's lecture-courses at Elgin and Rockford as eliciting much interest in geology, zoölogy, and physical geography. At Rockford he had larger audiences than any of the celebrated lecturers have been able to draw during the present season. He is at present at Princeton, where, as at Rockford, he has been each of the past two winters, and where the community are educated by such lectures as well as the pupils of the schools, many of whom attend them.

—Major Powell is lecturing, this winter, upon the Aztec inhabitants of Arizona, ancient and modern, its ruins, customs, religion, and related topics. He will go west again in a few weeks.

—Miss Mary E. Horton, successor of Prof. Pillsbury in charge of the High School in the Model Department of the State Normal University, receives the following high compliment from President Edwards, in his last report to the State Board of Education: "Of Miss Horton no less can be said than that she fully maintains the scholarship and discipline to which her school had been accustomed. It

was thought by some that the experiment of placing a lady in a position of so much trying responsibility was attended with no little risk. But the present indications are that she is fully competent, not only in scholarship and character, but also in the ability to organize and govern."

EDUCATIONAL NEWS.

ILLINOIS.

AURORA.—The school of the West Division closed the term with an examination and an exhibition of experiments in Natural Philosophy. Mr. Hall is exciting an unusual interest among his pupils in the study of science. With the proceeds of an exhibition he has purchased a small amount of apparatus, to which additions are constantly made by the outlay of money received for tuition of non-resident pupils. The collection of a mineralogical cabinet has also been commenced. The course taken by Mr. Hall is one of the best ways to create a popular interest in schools, to secure parental coöperation in their management, and to raise necessary means for successful instruction without the grumblings of unwilling tax-payers.

BLOOMINGTON.—We recently had the privilege of visiting our friend S. M. Etter, Superintendent of the Bloomington Schools. Though the schools were not in session, we could judge of them and the spirit that prevails in their management by going through the substantial, well-furnished, well-kept school-buildings, and by the workmanship of pupils shown us on charts and blackboards. By prudent management and hard work, Mr. Etter has revolutionized the condition of the public schools, bringing them from a condition of mediocrity, if not of inferiority, to one of high excellence. We might say, too, that the people are showing an appreciation of his labors by giving him their confidence and a yearly increase of salary. We were favorably impressed with the system of monthly reports to parents adopted by Mr. Marsh, of the High School. By using cards of different colors, he avoids much of the labor of transcribing averages, etc. After experimenting with the Ruttan system of heating in the High School, it has been found better to conduct the warm air to each room by a separate pipe than to heat several by a common hot-air duct.

NOTES FROM CHICAGO.—The winter term of our city schools opened Jan. 3d, after a week's vacation with its round of festivities. Many of the schools are much crowded, notwithstanding the efforts made to provide for all. More buildings are needed in various parts of the city. The Washington is already being rebuilt, and the Kinzie, Dearborn and Jones can not remain much longer in their present condition. A union of the Dearborn and Jones is contemplated; and if the Kinzie as a grammar school could give place to two or three primary schools well located, the interests of the children in that section of the city would be better subserved thereby.... We have added a Lincoln and a Douglas to our roll of schools since the beginning of the school year. They are located to the extreme north and south of the city: significant, isn't it?... Our Institute work has called out some especially good things this year, by way of discussions, debates, addresses,

etc. Notable among these have been two papers by Sup't Pickard, on the *Human Body* as a subject of study, and *Waste*; an address by Dr. Collyer, on the *Importance of Common Things*; and a lecture by Mr. Mahony, of the Wells, on *Secular Inquiry*. . . . A variety of topics have been discussed in our Principals' Association. At the January meeting, Composition and the development of language was the theme for discussion. Mr. Kirk presented a scheme of language-lessons prepared for his own school. A committee, consisting of Messrs. Pickard, Kirk, Howland, Slocum, and Belfield, was appointed to prepare a more definitely-graded course of study in this department than is contained in our present Grade-Book. The subject of Declamation will be considered in February. . . . The Educational Monthlies put in a prompt appearance this year. They all come looking fresh and inviting, laden with lots of good things. But best of all, to my thinking, is the second article in the Teacher. All thanks to Prof. Hewett for his bold advocacy of the Bible in our Public Schools. I, too, have been surprised that the Teacher has not before spoken on this subject, and still more surprised at the stand taken by some, whose opinions we generally hold in high estimation, in relation to this question. We have had two State Teachers' Associations and two State Principals' Associations convened in Illinois since this question has been in agitation, and not a resolution offered on the subject. It is to me, therefore, refreshing to witness one 'good and faithful', speaking with no uncertain sound and *demanding* for civilization and Christianity the free use of the Bible, the bulwark of both. Prof. Hewett's article comes in good time, for I see our legislators have already the subject under discussion at Springfield. We trust, however, that it is in safe hands. Pres. King, of our Board of Education, is on the right side, and will not be unmindful of the public-school interests while in Springfield.

DECATUR.—Superintendent Gastman offered a chromo as a prize to that division of the schools which should have the best attendance and least number of tardinesses for the last six weeks of the past term. Mr. Bigelow, of the First-Ward School, had an attendance average of 96.7 per cent.; punctuality, 99.68; average of the two, 98.19. Mrs. Rooker, of the Third-Ward School, had an attendance of 97.1 per cent.; punctuality, 99.16; average, 98.13. Miss Powers, of the Third Ward, had an attendance of 97.1 per cent.; punctuality, 99.14; average, 98.12. The picture is to hang in Mr. Bigelow's room through the present term, and then to pass to the one standing highest in these respects through the mean time. Pictures were also offered to those rooms of the fourth and fifth and the sixth and seventh grades furnishing the fifteen best specimens in penmanship. The classes of Miss Grunendike and Miss Carson, both of the Second-Ward School, carried off the honors. The specimens of penmanship sent us were of very rare excellence. The schools commence the new year with full, and in some cases crowded, attendance. . . . In referring to the subject of economy in building school-houses, Superintendent Bateman commends the example of this city. There are in all five public-school buildings, including the high school, the total cost of which was \$71,084.61. The additional cost of heating-apparatus, furniture and out-buildings was \$11,955.02. The furniture is of the very best, and affords room for 1541 pupils. The total cost per seat is \$53.89.

GALESBURG.—The schools closed with written or oral examinations of all the classes in the upper grades, and with an exhibition in the High School for the pur-

pose of raising funds for constructing cases for a cabinet of geology and natural history. A natural-history society has been formed among the students, and already a goodly number of specimens are collected, with very encouraging prospects for valuable additions. . . . The preparatory department of Lombard University also closed with examinations and an exhibition. Mr. L. Greenwood, the Principal, was presented with several fine volumes, comprising the works of Shakespeare, Burns, and other authors. Prof. Parker was pleasantly remembered by his classes in the reception of a valuable gift of silver ware.

LINCOLN.—Under the superintendency of Rev. I. Wilkinson, the public schools are in a flourishing condition. A new building, capable of seating about 700, furnishes first-class accommodations to the pupils, and is appreciated by them. The city employs eighteen teachers, each having an average attendance of thirty-four pupils. The per cent. of the whole population enrolled in the schools is nearly twenty.

ITEMS.—The school at Oregon, Ogle county, gave two exhibitions at the close of the term, for the purpose of raising funds to purchase the American Encyclopedia for the school library. . . . The school at Oak Park gave one to raise funds for a geological cabinet. Both met with gratifying success. . . . E. W. Coy, Principal of Peoria High School, has taken steps to encourage the study of Natural History by his classes. Cases are to be constructed, and a museum commenced by a donation from the State Natural-History Society. . . . In Winnebago county, Superintendent Andrew is holding frequent institutes of a day each, with excellent results. . . . The number of specimens in the museum of the State Natural-History Society, at the Normal University, is 136,200, having an aggregate estimated value of \$95,000. The erection of a fire-proof building for its preservation is desired. The estimated cost is \$75,000.

BOONE COUNTY.—Superintendent Durham has issued a programme for meetings of teachers in different parts of his county on each alternate Saturday, commencing January 7. The subjects for consideration at the first one were the periods of discoveries and settlements in history, articulation in reading the 'Noble Revenge', person and number in grammar, the United States in geography, and the ground rules in arithmetic. Topics are assigned in a similar manner for each of the other meetings.

CALHOUN COUNTY.—Our County Institute was held in Hardin, Dec. 21st, 22d, and 23d. Owing to the severe storm and the reported failures of past attempts, our numbers were few. The success was encouraging. Our meetings were open, and many influential citizens and school-officers, who have hitherto been idle, were highly interested, and decided such meetings a necessity. The best methods of school government, of teaching Arithmetic, Spelling, Reading, and Geography, afforded, in the discussion, much interest. Through a committee on uniformity and choice of text-books, an arrangement was made which, with a little trouble in carrying it out, will remove one of our greatest evils.

J. L.

CHRISTIAN COUNTY Teachers' Institute met at Taylorville, on the 19th of December, and continued in session five days. About seventy teachers were in attendance. Pres. Edwards, Prof. Hewett, Supt's Hull, of McLean Co., and McKim, of Macon Co., and J. H. Woodul, Sup't of Pana Schools, conducted the

exercises. Pres. Edwards, Prof. Hewett and Sup't McKim delivered lectures. Several members of the institute read essays. The interest was good, and the teachers returned to their homes realizing that their time and money had been well spent. Sup't W. F. Gorrell is an earnest worker in the educational interests of the county, and has greatly advanced the standard of teaching since he entered upon the duties of his office, little more than a year ago. w.

CUMBERLAND COUNTY.—An institute of three days convened at Majority Point, December 27th. The exercises possessed very great interest, and an increased professional spirit was awakened among the teachers present.

JACKSON COUNTY.—The Teachers' Institute met in DeSoto, Monday, Dec. 19th, and continued in session five days. Dr. John Ford, County Superintendent, presided. Owing to the inclement weather, only about forty teachers were present. The exercises were conducted wholly by 'home talent'. Class drills were given in *Arithmetic*, by Theodore James, of Grand Tower; *Grammar*, by J. M. North and wife, of Carbondale; *Reading and Phonics*, by G. D. Yokom, of Carbondale; *Orthography*, by J. P. Rosson, and *Penmanship*, by W. H. Morgan, both of DeSoto; and *Geography*, by J. T. Moulton, jr., of Murphysboro. G. L. Wharton, of Carbondale, gave instructions in *Vocal Music*. The exercises were very interesting. The evening sessions were occupied with class drills in Orthography, and the discussion of questions from the Query-Box. Resolutions were adopted expressing the thanks of the institute for hospitalities received, urging the importance of U.S. History, Drawing, Vocal Music, and Natural History, as studies in all the common schools. The Teacher returns thanks for a commendatory mention, and for a goodly list of subscribers received. Dr. John Ford, of Murphysboro, was chosen President for the next year, and Shade C. Bond Secretary. . . . Our worthy Superintendent is doing a good work and devoting all his time in visiting the schools in the county. He found the schools in a bad condition, but under his supervision they have improved very rapidly, and will compare favorably with any in Southern Illinois. His examinations are very critical. 'Old fogies', who were willing to 'put up' with incompetent teachers because they teach for nothing and board themselves (or nearly so), denounce him bitterly, which is an evidence that he is doing his duty without fear. . . . The schools at Carbondale are in a flourishing condition and improving rapidly. G. D. Yokom has charge of them. R. J. Young at Murphysboro, and Theodore James at Grand Tower, are doing good work. Ere long Jackson county will be the 'banner county' of Egypt. m.

KANKAKEE COUNTY.—A Teachers' Institute was held at the High-School building in Kankakee, commencing Dec. 19th, and continued five days. It was under the control of the County Sup't, F. W. Beecher, and daily exercises were conducted as follows: *Arithmetic*, by A. E. Rowell, Principal of Kankakee Graded Schools; *Reading and Grammar*, by A. Haines, Principal of Momence Public Schools; *History and Spelling*, by Sup't Beecher; *School Economy*, by J. G. Laird, Principal of Kankakee Collegiate Institute; *Botany*, by Rev. Mr. Hill, Teacher of Languages and Natural Science in the Kankakee High School; and *Geography*, by Mr. Richardson, Principal of St. Paul's School. All the exercises were ably conducted. Two lectures were delivered: one by Dr. Cutler—subject, *Water and its phenomena*; and one by Rev. Mr. Barnard, Pastor of the Presbyterian Church—subject, *The True and the Beautiful*. Both lectures were able and interesting. A paper was

also read by A. E. Rowell, containing some very plain talk on the subject of teachers' qualifications, which elicited a very spirited discussion. The number enrolled was 72, and the institute in all of its work was a decided success. Sup't Beecher is fast proving himself to be just the 'right man in the right place', and well worthy of the responsible position he holds.

MARION COUNTY Teachers' Institute closed a three-days session on Thursday, Dec. 22d. Prof. John T. Long, Principal of the Salem Schools, was chosen chairman. Forty-nine teachers were present. Exercises in *Arithmetic*, *Reading*, *Grammar*, *History*, and *Geography*, were conducted by Messrs. Holloway, Long, and Burdick, and Mrs. Lemon, Mrs. Cross, and Mrs. Gilbert. Mr. Long conducted an exercise which he denominated a *Language Lesson*, which was new to most of our teachers, and may be unknown to many readers of the Teacher. He began by taking a simple object (a knife in this instance), and calling upon the class to state in exact language what the object was. For instance, sentences like the following were written: "That is a knife"; "That knife has blades"; "That knife has a handle"; and so continuing, until all the various parts of the object are mentioned, requiring the class to all write the same sentences, and spell each word, and finally, to embody all the facts elicited in one sentence, or, at least in as few sentences as possible: thus teaching spelling and the proper construction of sentences, and at the same time increasing the pupils' vocabulary. Mrs. Gilbert's method of teaching Geography was a decided improvement upon that pursued by most of us, and met with general favor. Monday evening was devoted to the interchange of views and experiences upon various topics pertaining to school duties in the school-room. Tuesday evening, Prof. Long read a lecture on *The Bible in our Schools*, taking strong ground in favor of its retention, and giving views of numerous men of note in regard thereto. During the institute, Mrs. A. V. Cross read a well-written and interesting essay on *Primary Teaching*, and Mrs. Lemon a very instructive paper, pointing out the difference in educational matters and views among both teachers and people in this county now, and at the time when she first entered upon the vocation of teaching, over a quarter of a century ago. Prof. Holloway gave us a very able and instructive lecture entitled *As it was—As it is*. The lecturer very forcibly contrasted, and commented upon, the leading ideas in governments of ancient and modern times: the former being the greatest good to the *governing*, the latter, the greatest good to the *governed*. He traced the public sentiment, as evinced in the enactment of laws concerning education, through its various stages of transition, until developed to its present elevated standard. He then closed by so neatly touching off some of the hobbies and peculiarities of educators of the present day that many of us were led to wonder how, and when, the speaker had formed so intimate an acquaintance with ourselves. Judge Bryant, of Salem, favored us with a short address, which was appreciated by all. Altogether, this has been one of the most interesting and profitable institutes ever held in this county.

L. S. KILBORN.

MERCER COUNTY.—A week's session of the county institute was held at Alledo, commencing on the 19th of December. The attendance was larger and the interest greater, from first to last, than at any previous meeting, notwithstanding the stormy week. In the absence of expected aid from abroad, the exercises were chiefly conducted by home talent. The opinions of the institute indicated that a

more prominent position than heretofore was accorded to reading and orthography as school duties; practicality and brevity should be the aim in teaching arithmetic; geography should be commenced by home observations; the use of the blackboard and a lively expression of opinion should accompany an exercise in grammar; history should be taught by frequent reference to geography. The exercises were varied by essays, addresses, etc.

MONROE COUNTY Teachers' Institute met on Thursday, Dec. 22d, and continued in session for three days. Many interesting papers were read, and the discussions seemed to instruct the entire body. Though the weather was very cold, the attendance was good—there being 40 teachers present out of a total of 55 employed in the county. A noticeable feature was the great interest taken in the deliberations of the institute by the citizens of the county. Every one seemed to have the success of the institute at heart, and, as a consequence, many things were accomplished which would otherwise not have been attempted.

FRANK A. FITZPATRICK, Secretary.

PERRY COUNTY.—A series of institutes has just been held in this county. The County Superintendent, B. G. Roots, has divided the county into districts containing from thirty to forty teachers each, for the purpose of securing better attendance and greater interest. His plan is to make the meetings, as far as possible, model schools, not lyceums. As a result, there is a greater amount of individual labor, and a corresponding earnestness shown by the teachers in their work. One of the institutes had an attendance of twenty-nine teachers, and twenty-nine subscriptions for the Teacher were received.

ROCK ISLAND.—An institute of one week was held at Port Byron, commencing Dec. 20th. We find in the Rock Island Union a full notice of the meeting, from which we compile. In an exercise on *Reading*, Mr. S. M. Dickey gave the following directions: 1st. Do not require pupils to read too much matter at a time, 2d. Do not require them to read what they do not or can not understand. 3d. In reading, determine, first, the general spirit of the piece; second, the individual ideas; third, the relative importance of individual ideas. Superintendent Sturgeon gave the following rules for creating an interest in *Composition*: 1st. Require your pupils to thoroughly learn their lessons, and then write such of them or such parts of them as are best suited to this exercise; 2d. Encourage them to write letters to each other at proper times. Mr. Cornelius, of Moline, gave instruction in *Grammar* and *Spelling*. Essays were read by Mr. Grover, Mr. Farrar, and Miss Chapin. Evening lectures were given by Rev. A. Harper and Col. Potter, President of the Soldiers' College, Fulton. There was an attendance of about sixty teachers.

NOTICES OF BOOKS AND PERIODICALS.

(¹) THE study of geography has ceased to be a collection of numerous isolated facts concerning the countries of the earth, and has assumed the proportions of a science with its different subjects related to each other as cause and effect. Whoever would prepare a work for instruction in this science must collate these facts

(²) THE ECLECTIC SERIES OF GEOGRAPHIES. By A. von Steinwehr and D. G. Brinton. Wilson, Hinkle & Co., Cincinnati.

and group them in their natural order, in such style as shall make a suitable work for use in classes. The last feature of the work is the closest test of all upon the compiler, for the manner in which the details of a plan are carried out determines very largely the excellence of a text-book. In the highest book of this series, being for the use of pupils having a good degree of mental culture and maturity of judgment, the arrangement of subjects and the treatment of topics in each is admirable. The adoption of a systematic and uniform order in speaking of the different countries greatly simplifies the work of the pupil, and aids him in remembering the facts learned. The middle book follows the general plan of the higher, chiefly differing from it in a more general treatment of its subjects. It is a question whether the attainments of pupils into whose hands a book of this grade will generally fall are sufficient to warrant the discussion of mathematical geography at the outset. The treatment of the subjects which follow does not necessitate a knowledge of it, and will be more easily understood and more interesting than it. We question the use of the word circle as a plane figure and afterward as a line also. The illustration of the points of the compass is calculated to lead a pupil into the notion that the zenith is north, and the nadir south. The method of indicating the locality of the answer by numbering corresponding paragraphs and questions alike is apt to induce a mechanical method of study and recitation. It is also calculated to encourage lack of preparation and spirit in the teacher. The primary book of the series is the most important, and at the same time most faulty. It commences with the statement that the earth is a large ball, a fact of which comparatively few teachers can form a clear conception, and still fewer can convey an intelligent idea to children. Then follow the definitions of parallels and meridians, of which a child at the age suitable for taking up the study of geography is not prepared to form a well-defined notion. The general style of the book is too nearly that of the pouring-in process, not developing sufficient mental activity on the part of the pupil or effort on that of the teacher. In beauty of illustration, excellence of typography, and general finish, the books of this series are splendid specimens of workmanship.

(2) It is now several years since public attention was turned afresh to the decimal system of weights and measures as a universal medium of exchange. The subject has been treated in all the arithmetics in use, and has been made the subject of comment in various scientific and educational bodies, yet it seems as far from being adopted as ever. The work before us is the fullest treatise on the subject yet published. It comprises—I. The system itself, with its weights and measures; II. The report of the committee specially appointed to investigate the subject by the University Convocation of the State of New York; III. Report of John Quincy Adams upon the subject when he was Secretary of State; IV. A lecture by Sir John Herschel on the Pendulum, the Yard, and the Metre, as a standard of measure. Of the committee referred to, Prof. Charles Davies was chairman. Their objections to the adoption of the system are, that it must supersede all other systems; an unwillingness in the human mind to abandon the tried and known for the untried and unknown; and that a system originating in the common necessities of mankind is more likely to meet the wants of a people than one originated amidst the turbulence of a revolution by a committee of learned professors. These objections could have been made with equal force against many

of the greatest improvements the world has ever witnessed. Another objection urged is that a change of the base-unit is necessary to express quantities of different sizes. The metre is the only measure by which to express the distances of the heavenly bodies or the diameter of a spider's web. To which it may be replied that much the same objections are practically overcome in our system of currency. The dollar is the unit by which is reckoned the debt of the country, while by its decimal part, the cent, the smaller transactions of 'every-day life are carried on. Besides, each division of the metre may become a unit of measurement. We may say that a string is five centimetres in length as well as that a pencil costs five cents, having no more thought of the base-unit, one metre, in the former case than of the same unit, one dollar, in the other. The committee does, however, recommend a simplification of the present system of weights by which the ounce troy is made to correspond to the ounce avoirdupois, and so of denominations less than an ounce, which would reduce all three tables of weight to one. They also recommend that the franc, dollar and pound be so modified that five francs shall be equal to a dollar and five dollars to a pound, and farther that all authors and publishers of elementary arithmetics exclude from future editions of those books all currencies not authorized by law. These recommendations are valuable and, as the result of the investigations of so able a committee, may be considered safe, and, if adopted, will be one step toward simplifying our present heterogeneous system. It should be stated that Prof. Davies was an advocate of the proposed reform until he undertook the investigation which resulted in this report, but careful examination of its merits forced him to change his mind. On the same committee was Prof. James B. Thompson, whose opinions differed from those of his associates, and who read an able paper in favor of the metric system before the National Teachers' Association at its session in Cleveland last summer.

(3) THE objects sought in the preparation of this work are announced to be—to provide in one volume an elementary treatise on Algebra simple enough for beginners, yet full enough to meet the wants of high schools and for use in preparing for college; to train the pupil to methods of reasoning, rather than in modes of operating; and to present the subject in the best form for use in the class-room. The method of the author as a mathematician, and the distinguishing feature of his work, are indicated in the statement of the second of these objects. To him the study has a special purpose, discipline in modes of thought, which should be continually in the foreground in the work of instruction. That secured, other results follow. Hence his plan is to hold the pupil to as rigid a course of study and demonstration as is necessary in geometrical reasoning. An examination of the work has satisfied us of the success of the author in developing his plan. It is gratifying to notice the plainness and directness with which he makes his statements. In his hands the subject has received an increased interest. This work belongs to the Stoddard Series of Mathematics.

(4) THE pleasant manner in which the author has treated the other sciences in previous works will create a desire to possess this one. In it the same general plan has been followed as was adopted in the others. The aim has been to stimulate an acquaintance with the general principles of science without burdening the learner with its dry technicalities or dull detail. In general outline the subject is

(3) THE COMPLETE SCHOOL ALGEBRA. By Edward Olney, A.M. Sheldon & Company, New York. 390 pages.

(4) FOURTEEN WEEKS IN GEOLOGY. By J. Dorman Steele. A. S. Barnes & Co., New York. 12mo., 273 pages.

treated in four chapters: Introductory; Lithological Geology; Historical Geology; and the Age of Man. The second and third occupy the greater part of the work. Full analyses of each subject are given, to systematize the work of instruction. No other one of the sciences gives better opportunity for the use of the author's faculty of creating interest in scientific subjects. In this instance he has added additional interest by means of word-pictures of scenes in different geological periods, which give embodiment to the facts of the study and connect it with the world as it is seen in nature.

(6) WE are much gratified that an attempt has been made to present a series of systematic exercises for the development and cultivation of language in children. The lessons in the book before us are progressive and philosophical. By a familiar oral exercise a thought is developed and the proper words sought for its expression. Many teachers will be unable to adopt the course of lessons here mapped out into their already-overcrowded programmes, but all can gain valuable suggestions for the exercise in composition which should have frequent place in the exercises of the school. The authors are practical teachers, and have here embodied the result of much study and labor upon this special subject. We are sure that their work will be appreciated by all teachers into whose hands it falls.

(6) THE Alphabet of Orthoëpy is for pronunciation what the written alphabet is for spelling. Arranged upon the page are three columns, containing the phonetic spelling, the common spelling, and a brief definition of the word, so that its pronunciation, orthography and use shall be associated. Appended to the book are the best directions for teaching the elementary sounds that we have seen. With them in hand the teacher will find the work made simpler.

(7) THE infant-class teacher into whose hands this book may fall will deem it a prize. Miss Timanus, one of the most successful training-teachers in the country and a great lover of children, has done for infant instruction what various larger works have done for higher education—given to those engaged in it a glimpse at the child's mind and its manner of growth. She has not done this by means of any dissertation on mental philosophy, but by showing how teachers may adapt themselves and their lessons to the young mind and the laws of its growth.

(8) THIS book is the embodiment of the ripest thoughts and the best experiences of a man who has made the Sabbath-school work the subject of his attention for many years. Dr. Hart has very thoroughly reviewed his subject in all its bearings, discussing the object of the Sunday-school and the various means for its accomplishment. The duties of superintendent and teachers are presented at great length. As a manual for frequent use of those connected with this important branch of education, *The Sunday-School Idea* is calculated to be of very great value.

(9) CAMPBELL'S *Concise School History* is based upon the well-known work, Seavey's Goodrich's History of the United States. By condensation and judicious selection, the important events of the latter are brought within the compass of 216 pages of large-sized type. This is a really-desirable accomplishment, as the larger work is too comprehensive for use in the most of our common schools. This work is a valuable addition to the text-books of the history of our country.

(6) FIRST LESSONS IN LANGUAGE AND COMPOSITION. By W. E. Crosby and P. W. Ludlow. Griggs, Watson and Day, Davenport, Iowa.

(6) THE ALPHABET OF ORTHOËPY. By Judson Jones. Press Printing Co., Saint Paul, Minn.

(7) THE INFANT CLASS. By Sara J. Timanus. Adams, Blackmer and Lyon, Chicago. 75 cents.

(8) THE SUNDAY-SCHOOL IDEA. By John S. Hart, LL.D. J. C. Garrigues & Co., Philadelphia. 416 pages. \$1.50.

(9) HISTORY OF THE UNITED STATES. By L. J. Campbell. Brewer and Tileston, Boston.

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TESTS OF CLASS-ROOM WORK.

BY RICHARD EDWARDS.

ON visiting a class in recitation, one is usually impressed with a belief that the exercise is a success or a failure, as the case may be; but it is not always easy to point out the precise cause of the undoubted result, nor the way in which that result is reached. But it often happens that the ability to analyze the operations of the class-room is all that a teacher needs to enable him to avoid failure in his own work. Such an analysis exposes to view the weak places in one's own processes, and thus induces a correction of what might otherwise prove fatal.

Allow me to suggest a few simple, practical questions which may be raised concerning this portion of the teacher's work, and which may help to place it in a clear light.

1. *Does the teacher thoroughly know the lesson?* Is it clearly in his mind as a whole, as well as in its details? Does he remember all its facts, and see the relation in which they stand to each other? Here are two things that must be known,—the separate facts or truths, and the organism which is constructed by the combination of them. Both must be distinctly grasped, or there is no success worth a man's achieving, or a woman's. To awaken in the pupils a proper interest in the exercise, to stir them by a magnetism that kills out all inattention, and rivets their minds upon the topic in hand,—this is as much as one mind can do at one time. If, in addition, there must be an effort to remember or to think, to muster disorderly facts, and to master unsubdued principles, the result can only be, at best, a most unsatisfactory effort at instruction or examination. Think of a man standing before

a group of expectant children, with his head going up and down as if swung on a pivot, now up to the class in an impotent effort to interest them, and anon down to the book in an equally futile attempt to steal its contents! And it must be remembered that the 'disciple is not above his master'. Young America has too much respect for his teachers to shame them by knowing the lessons better than they do. If the teacher contents himself with such knowledge as he can get by stolen glances at pages that were better entirely out of his sight during his class-work, his pupils will not fail to be satisfied with the same superficial attainment, in honesty as well as in mental attainments. A complete, thorough and independent knowledge of the entire lesson is the very least that can make the teacher appear respectable when tried by any adequate standard.

2. *Are the bodily attitudes of teacher and pupils appropriate and decorous?* To many this may seem unimportant. But it is a part of the teacher's duty to make known to his pupils the difference between a gentlemanly and a boorish development, and to induce them to practice the former and eschew the latter. And the positions assumed by head and hands and feet and body are taken as a reasonable indication of the character in this respect. Nor is this all. Lazy movements and slovenly attitudes of the physical frame are apt to engender corresponding habits of mind; while vigorous action of muscle and prompt movement of limbs put life and precision into every mental effort.

3. *Is the order good, and is it maintained without apparent effort?* Good order is the foundation of all good results in school. If the teacher is indeed a teacher and a guide, it is clear that the school must be in a state that makes teaching and guiding possible. Its members must be content to work by a plan, and to submit to any personal inconvenience that is necessary to carrying out the plan. But true order is always a means, and not an end, and the counterfeit, that it taxes all a teacher's time and energy to maintain, becomes the saddest disorder.

4. *Are the pupils well graded?* Are those in the same class adapted, by their natural abilities and previous attainments, to the same work? Schools are often talked about as if they were divided into two classes—graded and ungraded. But is it not true that every good school is graded? Wherever there is a separation of the pupils into different groups, in order to keep together only such as are fit to receive the same instruction, there is grading, whether these groups sit in the same room or in rooms a mile apart. Good grading is essential to good teaching. A heterogeneous company of young people, with varying attainments and varying capacities, can never be instructed at

the same time and by the same person, except at a great loss of time and of interest.

5. *Does the teacher seem to have power over his pupils?* In enumerating the requisites to good teaching, this—the faculty of wielding power over pupils—must be named as of prime importance. It is some times objected that to require this of the teacher is as unreasonable as to require of one a given degree of physical strength which has been fixed upon without reference to him. If it so happens that this power is not possessed, what justice, we are asked, is there in demanding its exercise? Is it not unreasonable to insist that a man with muscular strength for only a hundred pounds shall be required to lift a weight of two hundred pounds?

To this objection there are two answers. In the first place, the power of one soul over another, the acknowledged kingship of a superior nature, is to some extent within our own control. We may increase it if we will. It is not a single, simple, mysterious endowment, which, like the talisman in oriental fable, comes by some chance, and may be lost without blame. It is rather a noble resultant of pure and manly forces, the nourishing of which is the great end of life. Integrity, moral purity, clearness of mental vision, a love of the truth, a large and unselfish benevolence,—these are among its components. And if our share of these can not be increased, if our hold upon them can not be strengthened, it is difficult to understand what is meant when we are required to grow better and wiser as the years go over us. To him who would excuse his failure in the school-room by the plea that he has no power over his pupils, the answer is, "Acquire that power. Furnish yourself with the elements of character that will crown you a king, not only among your pupils, but among your fellow men."

But if the man persists in asserting his incapacity in this respect, we can only give him our second answer, namely, that he must change his occupation; for whoever is hopelessly destitute of the power to influence children is unfit to be their teacher.

As a standard, then, by which to measure the value of a teacher's work before a class, we consider this eminently just and proper.

6. *Is the relation between teacher and pupil of a pleasant character?* We have said that the teacher must have power over his pupils. But, to be effective, it must be a power that operates by appeal to the higher motives—a power that accomplishes its purpose by enlisting on its side the best internal forces of the soul. To educate a child in the highest sense, we must secure the consent and coöperation of his own convictions and faculties. It is very difficult for a teacher to instruct

a child who regards him with repugnance or dislike. In such a case the mind braces itself against the influence brought to bear upon it. There is an instinctive closing of every avenue into it. We are not at present concerned with the method of securing this cordiality of feeling between teacher and pupil: we are only showing how necessary it is. Without it, the teacher's way is obstructed by a constant resistance; with it, he finds himself invited on and powerfully helped.

COMPULSORY EDUCATION.

BY DARIUS H. PINGREY.

A NATIONAL SYSTEM OF EDUCATION should be established in the United States—a system compelling all children of a certain age to attend school. Such a law might aggrieve some portions of the country, yet it would bring the greatest good to the greatest number, which ought to be the end of all civil government. If each state would enact such a system for itself, the general government need not take it under its control. As things are now in most of the states, the welfare of the nation demands a radical change.

The last report of the United States Commissioner of Education shows that the number of adult whites in the United States who could neither read nor write, in 1840, was 549,850; and the same class in 1850 had increased to 962,898, and in 1860 to 1,126,575. The estimate at the present time is nearly 3,000,000, including negroes. The number can not be ascertained exactly until the census is completed. The report also shows that the whole number of children of school-age in the United States is 8,000,000, and that, on an average, 3,300,000 children attend the public schools. The average number who do not attend is 4,800,000. Making allowance for those that are irregular in attendance, and for those in private schools, a great many of the children are growing up in ignorance. The greatest number of these is in the Southern States, and they are found principally among the poor whites and negroes. Such a condition of things should not be in the United States, where education is claimed to be the foundation of the government.

With a view of remedying this abnormal condition of a free people, the national government should take charge of educating the children, in so far as the several states refuse or neglect to do it. A Bureau of

Education should be organized at Washington, invested with power to establish an adequate common-school system in every state; besides, it should have the authority to compel the attendance upon a suitable school of all children of a certain age. Where there are not suitable schools, this bureau should establish them.

Such an administration of law for common schools would be met with decided opposition by the advocates of state sovereignty, as tending to centralism, and as giving the general government undue power. No one denies the right of the government to enforce efficient quarantine laws, which protect the people from contagious diseases, because it is a benefit to the whole community. Neither should any one oppose a national law regulating the attendance of all children of proper age upon a suitable school, as such a law would benefit the whole people, and establish our government upon a more permanent foundation.

In times of war every able-bodied man of a certain age is compelled to fight, if the United States calls him. It seems to be an inherent right for nations to enforce all regulations by which the whole people are benefited. Prussia compels her children to attend school for a certain length of time, and, as a consequence, only five per cent. of her people can neither read nor write,—a state of things of which no other nation can boast. Why may not this be the reason of Prussia's soldiers' conquering France? France has never had an efficient school-system, and her people are being subjugated by a nation possessing adequate schools. The school boards of England are empowered to compel the attendance of her children, between the ages of six and thirteen, upon a school. By this law thousands of the ragged children of London, who have always run the streets, will be forced into school and reformed.

Compulsory education may look like centralization to some, yet it will work a reformation in our republican government. If the United States does not adopt a system of education similar to those adopted by Prussia and England, so far as compelling the attendance of children upon school is concerned, she must fall in the rear in the advanced civilization of the period, and the monarchical governments of the old world lead the van in educational reform. State sovereignty should be lost sight of when the weal of the whole government is at stake. There should be some centralization in our government when the country is being flooded with the ignorant of foreign countries. Let a national system of education be enacted, and let each state coalesce with the national government, and the great fear of centralism will disappear.

For a few years past the United States has made vast additions in

territory. The people seem to be engaged in the development of the resources of the country, and education has been neglected. The mind has been taken up with acquiring new territory and in the development of the mines already acquired, too much for the benefit of the nation.

Our republican institutions find their stability in the intelligence of the entire American people. With the enlightenment of the people can we hope to maintain our national integrity in the face of an already immense and continually increasing foreign immigration. A nation is not the freest where there are the fewest laws; but that nation is the freest where laws of a sufficient number are in force to secure the amelioration of the whole people. Secure a rudimentary education, by compulsory laws, of all the children, and our social and political life will revive. Hardly ten years ago, it was a penal offense for a portion of our citizens to know how to read or write. That time has passed, and now let the time hasten when it shall be a penal offense for any citizen not to be able to read or write. Then can we boast of the general dissemination of knowledge among the whole people, and that our government was founded to mete out the greatest good to the greatest number.

Farmington, Ill., Jan. 27th, 1871.

NOTES, LEXICOGRAPHIC AND LITERARY.—IV.

BY DR. SAMUEL WILLARD.

25. COUNTERFOIL. STUB.—The definition of *counterfoil* given in *Webster* and in *Worcester* is the same, almost to a letter, with that given in *Bailey's Dictionary*, which appeared one hundred and fifty years ago; and it relates only to the old method of keeping accounts in the British Exchequer, by tallies, or notched sticks of wood, one part of a stick being kept in the Exchequer and another corresponding to it being given to the person who lent money to the government; the former part was called the *counterfoil*, and the latter part the *stock*. From this it is that the indebtedness of governments is called *stocks*. But this mode of keeping accounts in the Exchequer was abolished soon after the American Revolution, hence almost a century since.

The definition, then, refers to a thing long out of use; and it is of use only to explain references to antiquated customs. But the word is

gaining a current use and a modern signification. Books of checks, drafts, receipts, and the like, are generally so printed that, when the check or receipt is taken from the book, a portion of the leaf is left which contains a memorandum of the entries in the document taken away: this retained portion is popularly called the *stub*, and elegantly, the *counterfoil*. I presume that it is so called in legal papers, as I find the word in a letter to me from a scholarly clerk of a United States Court: but the only example I have noticed in print is this, from *The Nation*, XI, 259: "A hundred blank leaves for recipes, with counterfoils for copying the prescriptions." Both these words should go into the next dictionary; but I do not know that they are yet used, as here set forth, in England. They may be Americanisms as yet.

26. CIRCUMJACENTS.—"On the other hand, the conduct at any time depends upon the character as thus formed, and the circumjacent, or surrounding circumstances, both of which the educator must take into account, if he desires to judge fairly of the conduct or actions of those under his care."—*Reid's Principles of Education*, p. 37. *Circumjacent* is given in our dictionaries as an adjective; but the use of it as a noun is not recognized. This is parallel with the use of the plural *antecedents*, which is on the preceding page of the same book, which some people have called an Americanism.

27. REEVE.—To reeve a rope or similar thing is to pass it through a hole in a block, or the like, where it may run easily. Past tense and p. participle, *rove*. This irregular verb, though common where nautical men are, and itself the source of *rove*, *roving*, etc., words used in woolen-factories, is not found in the lists of irregular verbs in any of our grammars, so far as I can discover; not even in the full and careful lists of Gould Brown in his great *Grammar of Grammars*, where one expects to find every thing. I found it lately in *The Nation*, XI, 280, where Chinese small coins are spoken of: "the thin casting being perforated by a square hole in the centre, through which strings of native grass or bamboo filaments are rove for convenience of carriage." See *The Kedge-Anchor* (a sailor's book), where this verb and also *unreeve* are used frequently.

28. TO SUBSTITUTE.—A new use or rather misuse of this word seems to threaten us: properly the thing which takes the place of another is said to be substituted *for* that other: the neologism reverses this, and says that the thing removed is substituted *by* the other. According to this, if I put A in place of B, I may say that I substitute A for B, or that I substitute B by A. Inasmuch as the word *replace* is

sufficient for this latter construction, this use of *substitute* is not to be approved. Example of the neologism: "In the later editions of *New America*, the word 'prophet' has been already substituted in the text by the word 'preacher'."—HEPWORTH DIXON, in *The Athenæum*, March, 1867. I have seen two or three other instances, not now within my reach.

29. OLEOPATHIC.—"In sickness, the patient is anointed with holy oil and rubbed; and miraculous cures are reported under this oleopathic system."—*Old and New*, II, 413. It is strange that men who can write English sufficiently good for our magazines will ignorantly coin such words as this. When Hahnemann invented his system of medicine, he coined the names *homeopathic* and *alleopathic* (now *allopathic*) to denote briefly the distinction between his new system and the old: but such words as *hydropathic*, *neuropathic*, *isopathic*, *motorpathic* (!), *kineopathic*, and the like, with their corresponding substantives in *-pathy*, are the offspring of ignorance and assurance. A scholar should never use them at all. For *hydropathy*, say *water-cure*.

30. CREAM CHEESE.—"She becomes a silken Sybarite, a very Cream Cheese of petted selfishness and sleepy inanition."—*Putnam's Mag.* N. Ser. VI, 496. Rev. Cream Cheese is a character in Curtiss's *Potiphar Papers*, an Episcopal clergyman, the pampered pet of an admiring circle, affected, delicate, fastidious, empty, and a mere surface of a man. Mrs. Potiphar, who admires him greatly, thus writes of him to her dear and confidential friend: "You know that aristocratic-looking young man in white cravat and black pantaloons and waistcoat whom we saw at Saratoga a year ago, and who always had such a beautiful sanctimonious look and such small white hands: well, he is a minister, as we supposed: 'an unworthy candidate, an unprofitable husbandman', as he calls himself in that delicious voice of his."

I F I W E R E R I C H .

BY MISS MARY ASHMUN.

I CHANCED, the other day, to ask one of the members of our school what question was to be discussed at the next meeting of the Lyceum. He replied, "*Resolved*, that extensive riches are a benefit to a nation." Now, of course, I do not intend to enter into any elaborate discussion

or argument upon the question, but merely to present a few thoughts suggested to my mind when the subject was announced. And it will doubtless be perceived that these thoughts have little or nothing to do with the main point of the question, but were made to bear directly (as teachers' thoughts generally do) upon the subject of Education. Here they are:

"Nations are composed of individuals: is it beneficial to individuals to possess extensive riches? I am an individual: would it be beneficial to *me* to possess extensive riches?"

Then a beautiful vision came before me, of a magnificent mansion furnished luxuriously with carpets, pictures, books, soft, velvet-cushioned chairs, rich curtains, instruments of music, and dainty and curiously-wrought ornaments from foreign lands; elegant grounds surrounded the dwelling, and a conservatory of choicest flowers added its charms to the delightful place;—and I the mistress of this charming scene! Horses and carriage were at my disposal, and my time at my own control. And as the picture widened before my imagination, and still new beauties sprang up before my enchanted gaze, my heart fairly bounded with delight and my cheeks burned with excitement at the strange thing I would do. And I grew fairly enthusiastic, all by myself, as I thought how people would stare at the innovation, then, perhaps, 'endure, then pity, then embrace'. I would make it a point of honor to become acquainted with all the teachers in the public school or schools in the place where I should live. I would take great pains to know when a new teacher came to the place. I would call upon her; I would ask her to come and see me; I would send around my elegant carriage for her; I would take her into my conservatory; I would give her a bouquet of my beautiful flowers; I would show her my pictures; I would invite her to make free use of my library; I would have my home known in the place as 'The Teachers' Home'. I would speak of the new-comer to my friends and acquaintances, and so influence them that she should not be in the place two weeks without feeling herself among friends.

After the excitement of the idea had a little died away, I saw, of course, that practically it would be almost if not quite impossible to carry out such a plan in all places: for instance, in the city of Chicago, or New York, or Boston, where the names of the teachers are Legion and changes are very frequent. But is the *spirit* of such an enterprise sufficiently cherished by the leading people of most places in the State of Illinois? The prominent and influential persons in a church always feel it incumbent upon them to visit the new minister's family as soon

as possible, in order to dispel the feeling of loneliness and gloom that inevitably cluster about a stranger in a strange land. And this is *right*; but is it not equally necessary that the hearts of those who are to train the youth of our land in ways of truth and right should be cheered and encouraged in their work? And is not a smile, or a word of kindness, or an act of Christian love, as sensibly felt and as highly appreciated by a weary teacher as by a weary minister? And, indeed, which can better do without cordial friends and supporters who *show* themselves friendly,—the minister, who has the love and comforts of his home to cheer him, or the lonely teacher at the boarding-house, without the presence of a single one who cares at all for her? “Verily, I say unto you, inasmuch as ye have done it unto one of the *least of these, my brethren*, ye have done it unto me.”

Rockford, Feb., 1871.

HEATING AND VENTILATION.

BY E. PHILBROOK.

IN the January number of the Teacher is an article by B. R. C. containing more practical common sense for the teacher than is usually found in a whole pamphlet upon the subject. Most of the school-buildings of Illinois are and will be without the patent Ruttan System of ventilation, and we want some common-sense ideas that all can adopt in any building.

No ventilation can be good without constant care and attention upon the part of the teacher, and I have never (among all the patents) seen any better than that of B. R. C., with one exception. The *warm* air rises to the top of the room and is comparatively *pure*, while the cool *impure* air remains below. Open the windows at the *top* on the windward side of the room, and the air passing in will prevent any *warm* air escaping. Open the windows on the leeward side at the *bottom*, and the cool impure air will escape without creating sufficient draft to disturb pupils. If the windows are open at the *top* on *both* sides, most of the air that escapes is *warm* and *pure*,—two qualities that should be kept in the room. In this, as in most desirable things, ‘eternal vigilance is the price of success’.

Maroa, Ill., Feb., 1871.

MORE ABOUT NORMAL SCHOOLS.

BY PROF. E. C. HEWETT.

FRIEND WHITE: Your Report of the State Normal Schools published in the Teacher for January is a useful, interesting and timely paper. I observe, however, one or two mistakes in it. The Massachusetts Normal School at Salem went into operation in 1854 in stead of 1840. Mississippi might be admitted to the list, as she has now a Normal School at Holly Springs. I wish you could also give us a table of the city and county Normal Schools supported at public expense. Besides all these, there is also a multitude of private schools, good, bad and indifferent, called Normal,—some of which are doing very good work. Allow me to say, however, in respect to this table, that one who should estimate the value of these schools as a means of furnishing teachers by a reference to the reported number of students merely would make a false inference, I believe. For instance, in the Millersville School, which shows the largest aggregate, I am told that many of the students are pursuing a general education in preparation for other professions and for general business, and that but a small minority are preparing to teach. On the contrary, in our own school at Normal, all the students in the Normal department are professedly preparing to teach; and the number who do not actually teach is *very* small. Besides, from 25 to 30 per cent. of the students in the High and Grammar departments of the Model School also teach. Regarding these facts, I think it is not claiming too much to say that our school is sending out more teachers than any other in the country. I fully agree with Dr. Holmes that ‘on his own heap of compost, no biddy should crow’; and yet, I feel that simple justice to ourselves and to the State of Illinois demands the above statement.

Have Normal Schools been a failure? This question is some times asked; and not long since one of your own correspondents had something to say in the affirmative, in the pages of the Teacher. In his subsequent communication, however, he confesses that the information on which he based his statements was obtained in Ohio: surely not the state in which to seek for the highest authority on the subject, in view of the fact that Ohio is one of the very few northern states having no recognized institution of the kind! As you remark, the list itself proves conclusively “not only that these institutions are calculated to meet an imperative want in our system of education, but that the peo-

ple demand them." There is another remarkable fact in this connection. Why is it that so many of our colleges, big and little, seminaries and academies have their *normal* departments? What is there in this word that brings money to their treasuries? It was not always so; but the very fact that this word is thus used proves conclusively that somebody, some where, has done work in normal schools that has given their name a cash value. I saw very recently a card addressed 'To Teachers', and signed by the president of a college in Illinois. It contained words like the following: "The Normal School of _____ College will begin on March —, 1871. The common branches will be reviewed with modern methods of teaching in twelve weeks." That man expects in this way to bring students and money to his college; and I have no doubt his expectations are well founded. On one point, however, he must be deceived, or must mean to deceive others: a 'review of the common branches with modern methods of teaching them', if done in *twelve weeks*, must be so *thin* that the less said about it the better. The phrase 'Model School', too, which we often find used in a similar connection, has no value that I am aware of except as it has received it from the fact that many normal schools have model schools connected with them.

I wish to say a few words, also, upon your remarks concerning the failure of our normal schools to hold a large proportion of their pupils to complete a long course of study. There is no doubt of the fact; and there are several reasons for it. Many of those who enter a normal school proposing to teach do not expect to make it a life-work. The very constitution and management of a majority of our schools precludes it. Unless one expects to obtain a place in the schools of our large towns and cities, or is willing to be a wanderer on the face of the earth, working six months in a place, he can not anticipate making teaching a life-long business. Furthermore, most of the young people who propose to become teachers can not command the requisite funds to carry them through a long course of study; at least, not without much difficulty: this is especially true here in the West, where money can be borrowed only at high rates of interest and on undoubted security. Besides, if we may judge from our experience here, young people of ability will receive very tempting offers to begin their work long before they have finished a three-years course of study. Dr. Bateman, in his report just published, says: "The average time during which teachers remain in their vocation is not more than two years and a half. A very large part of them close their teaching experience in a single year." It may be a matter of regret, but something like this must con-

tinue to be the fact. Yet the long course of study is now too short for those who aim for the best places, and expect to make teaching a permanent profession. It would seem, therefore, to be the part of wisdom to grade the normal schools: let one or two in a state occupy the place of High Schools, with a large faculty and a long course of study; and let them receive none but those who are well prepared and who propose to finish the course; but let there be many county or district schools with shorter courses of study, which shall receive and instruct the multitude who will teach but a short time. If this is not done, one of two things must follow: the most of our teachers will receive no normal instruction, or our larger schools, as now, must take them poorly prepared, and but for a short time.

It were desirable that the word *normal* should have a somewhat more definite meaning as applied to an institution of learning than it has at present. In short, if there could be more of uniformity as to what should be taught in such a school, and how it should be taught, something would be gained. It was hoped that the American Normal-School Association would have done more in this direction than seems to have been accomplished hitherto. At present, about all that may be safely inferred is that, in such a school, pupils are trained with direct reference to the work of teaching, and that, whatever else may be taught, the common branches will receive much attention, and will be thoroughly studied, particularly in their elements. And this is no small matter: in fact, this ought always to be fundamental, I have no doubt; but it seems not to be enough. There are not a few who are ready to say that the work should be wholly professional; that no students should be received who are not instructed sufficiently in the matter to be taught, and the work of the normal school should be entirely confined to the manner of teaching. Theoretically this may be true; but, from a pretty intimate knowledge of normal schools and their students, gained from twenty years' experience, I am prepared to say that practically this idea is now impossible of realization, and may always remain so. Neither is this an unmixed evil; for, perhaps a student can be shown how to teach others properly by being properly taught himself as well as in any other way. This is certainly true, at least in part. Yet normal students some times err by attempting to follow the methods of their own instruction in the normal school too closely, when they attempt themselves to teach in other schools. They forget the necessary difference of circumstances and aims in the schools they undertake to guide. Good common sense and the power of adaptation are no more important to the man who attempts to do any thing

else than to him who attempts to teach; an attempt to copy servilely any methods is almost sure to result in failure more or less complete.

The great want of our schools is *teachers*. The best houses, the best apparatus, the warmest interest in the community, the best text-books, and the soundest methods of instruction, are all important; but none of them, nor all combined, can compensate for the dull, mechanical, ill-instructed, half-hearted teacher. But, if our schools can be filled with men and women as teachers possessed of the teaching faculty, well instructed, earnest, independent, and filled with the true professional enthusiasm and determination to improve and excel that mark the real teacher, the results must be good, although one or all of the above-named desirable aids should, in some measure, be lacking.

Success, then, to Normal Schools; let them be multiplied and improved, until all teachers shall experience their benefits.

Normal, Jan. 28, 1871.

T H E C H I L D R E N .

For several months past the following beautiful poem has been going the round of the papers, generally credited to the pen of Charles Dickens. This is a mistake. We believe the only poem appearing in Mr. Dickens's writings is *The Ivy Green*, recited by the clergyman at the card-party at Mr. Wardle's in the *Pickwick Papers*. The author of the following verses is Charles Dickinson, a lawyer of Binghamton, New York.

WHEN the lessons and tasks are all ended,
 And the school for the day is dismissed,
 And the little ones gather around me,
 To bid me good-night and be kissed:
 Oh, the little white arms that encircle
 My neck in a tender embrace!
 Oh, the smiles that are halos of heaven,
 Shedding sunshine of love on my face!

And when they are gone, I sit dreaming
 Of my childhood too lovely to last;
 Of love that my heart will remember,
 When it wakes to the pulse of the past,
 Ere the world and its wickedness made me
 A partner of sorrow and sin,
 When the glory of God was about me,
 And the glory of gladness within.

Oh, my heart grows weak as a woman's,
 And the fountains of feeling will flow,
 When I think of the paths steep and stony,
 Where the feet of the dear ones must go;
 Of the mountains of sin hanging o'er them,
 Of the tempest of Fate blowing wild;
 Oh! there is nothing on earth half so holy
 As the innocent heart of a child!

They are idols of hearts and of households;
 They are angels of God in disguise;
 His sunlight still sleeps in their tresses,
 His glory still gleams in their eyes;
 Oh! those truants from home and from heaven,
 They have made me more manly and mild!
 And I know how Jesus could liken
 The Kingdom of God to a child.

I ask not a life for the dear ones
 All radiant, as others have done,
 But that life may have just enough shadow
 To temper the glare of the sun;
 I would pray God to guard them from evil,
 But my prayer would bound back to myself;
 Ah! a seraph may pray for a sinner,
 But a sinner must pray for himself.

The twig is so easily bended,
 I have banished the rule and the rod;
 I have taught them the goodness of knowledge,
 They have taught me the goodness of God;
 My heart is a dungeon of darkness,
 Where I shut them from breaking a rule;
 My frown is sufficient correction;
 My love is the law of the school.

I shall leave the old house in the autumn,
 To traverse its threshold no more;
 Ah! how shall I sigh for the dear ones
 That meet me each morn at the door!
 I shall miss the 'good-nights' and the kisses,
 And the gush of their innocent glee,
 The group on the green, and the flowers
 That are brought every morning to me.

I shall miss them at morn and at eve,
 Their song in the school and the street;
 I shall miss the low hum of their voices,
 And the tramp of their delicate feet.
 When the lessons and tasks are all ended,
 And Death says, "The school is dismissed!"
 May the little ones gather around me
 To bid me good-night and be kissed.

METHODS AND RESULTS.

BY M. ANDREWS.

No subject, among educators, for the last ten years, has received more attention than that of 'Primary Instruction'. The subject is worthy of the closest study and the wisest methods for its success. Every means used in the development and culture of the unfolding powers should be thoroughly investigated, in order that its adaptation to the proposed end may be clearly understood.

No method should be adopted *because* it is new; no method should be retained *because* it is old. No method should be discarded because it has never been tried by the one to whom it is presented. All prejudice in regard to method should be laid aside, and, anxious only for the highest success of those under their care, teachers should be willing to do their work in that way which a knowledge of the fundamental principles of mental growth teaches them to be the best. Pet theories and pet methods, like pet children, are generally spoiled. There is one thing very certain, children are often spoiled by them.

Success is of far more importance than method. Yet, as we listen to essays and lectures on the various educational topics that engage the attention of teachers, we are compelled to believe that more effort is too often made to have method than to secure success.

Another thing we notice: There is a general lack of satisfaction with methods now in use. There is a constant tendency to the new and untried; and this on the part of good, earnest teachers, who some times permit their enthusiasm to get the better of their judgment.

Books are read for methods. Teachers hold converse with each other about methods. Institutes and associations are attended for methods. From our reading we go to the school-room to try methods. From our conversation we go before our classes to try methods. From institutes and associations we go home with the feeling that, to us at least, they have been a success, because we have learned some new method of discipline or instruction. We try it in our school; but it is not a success. The method is denounced, and the old ways are resumed. Now the fault is not in the method, but in the fact that we have been pursuing method for method's sake.

We are far from attaching little importance to correct methods, for all the educational processes with the child should be methodical; but what we would impress upon the minds of all teachers, and especially

those who are just entering upon the important work of an educator, is that there is something in their work higher than "How shall I do this or that?"

The first question we should ask ourselves is, What is to be done? The second, What have we to do it with? The third, How shall we do it? The fourth and last, but not least, What have we done?

My answer to the first question is given in a few words. The primary thing to be done is to teach the child to use its mind aright. To do this, the nature of the mind must be understood. The teacher ought to know what will, and what will not, lead it out to *action*. The relation of the different faculties must be understood, so that, in their development, there shall be no overcrowding in any direction.

The *habit*, which soon becomes the *power*, of attention must be early formed. It is the first faculty the child can bring into use that enables the teacher to communicate knowledge to him. Without it the child can not learn the alphabet; much less can he without it acquire the complicated knowledge of syllables, words, phrases, and inflections. He may be put through the required process in a brutifying manner, under a discipline that aims not to inform the judgment, awaken the attention, and impress the heart. He may be made to move as the locomotive moves along the railway. He may be treated as a piece of mechanism. But such treatment shows that there is no true conception of what ought to be done. It is necessary to understand what is to be done before we can select methods by which to do it.

What have we to aid us in this work? There is nature around and above us. It has knowledge for the child as well as for the philosopher. The perceptive faculties are here to be exercised. Help the child to see, and he will soon learn to see unaided, and observation will be to him a delight. Give him something to think about, and then let him think all he can about it without your help.

And then when the labor is done, and we begin to look at what has been accomplished, it will be plainly manifest whether methods or results have been the ruling thought of the teacher.

The minds given us for training may be rough, wanting in symmetry, and they may be, in many respects, repulsive; yet the thought is cheering that, by proper methods of culture, by labor, by untiring labor, there may result intellectual power and beauty.

It is said that Michael Angelo, while once passing through the streets of Florence with some friends, seeing a piece of marble partly covered with rubbish, ran to it and commenced removing it from its place. When asked by his friends what he wanted with *that*, he replied, I see

an angel in it, and I am going to bring it out. And by long, earnest, methodical labor he did bring an angel of sculptured beauty out of its rudeness.

Macomb, III

R O S E S

BY B. E. CUTTER.

THE Rose has been an object of admiration for thousands of years, and every pains has been taken to improve it; and yet, strange to say, some of the greatest improvements have been made within the last five years: for instance, good color, hardiness, endurance, fragrance, size, and some other good qualities of a rose, have been combined in a climber, thus giving us at once all that could be asked for in any flower.

It is one of the most difficult things to do in arranging lists of stock for house or garden to make out and obtain lists of roses; for, when you ask for an extra kind, the chances are that the dealer is just out of that kind, and that this kind will do just as well, or that he will put in an inferior kind under the name called for, trusting to luck about detection.

There are three general classes of Roses, as follows:

First, The common hardy June Roses, that bloom but once a year, and are well known to all.

Second, The Hybrid Perpetuals or Remontants. These are nearly hardy like the first class, but will bloom during the season if the flowers are cut off as fast as they come out.

Third, The Monthly. This comprises four sub-classes—the Noisette, Tea, Bengal, Bourbon. All of this class are tender, and need great care and protection to carry them through the winter out of doors. The best way to cover for winter is to dig a trench, three or four inches deep, by the side of the bush, and bend the bush over into it and fasten it down by pegs, and cover it all over with sods, grass-side upward; but it is of no use to do this if the bush does not stand in a soil naturally dry or well drained. This covering should be delayed just as long as possible, or till December at least: the ground may be covered earlier in the season with leaves or straw, to keep it from freezing till that time. Early in the spring uncover, raise up, and prune closely.

Roses are easily propagated by cuttings, using hard or soft wood. Hard-wood cuttings should be put in in the fall, and they require a low

temperature and a long time; but with soft-wood cuttings made from growing shoots or flower-stalks good plants are formed in two or three weeks. Cuttings rooted in the fall will usually be large enough to bed out in the spring, and those rooted in March and kept in pots with one or two shifts during the season, and otherwise well cared for, will be in good order for winter flowering. The pots should be put in a sunny place and kept well watered, and when removed in the fall to the house prune them closely.

If roses are well grown and cared for, they are almost exempt from any disease, unless it may be mildew. In the house this can usually be cured by exposing the plants to the fumes of melted sulphur, and in the border out of doors by dusting the leaves with the flour of sulphur.

The four principal insect enemies of the rose are the green fly, the rose slug, the thrips, and last, but not least, the rosebug: he is really a hard customer to deal with, defies sulphur, tobacco, lime, or soap, and the best way to get rid of him is to crush or burn him. The other insects are easily destroyed by fumigating with tobacco, or showering the leaves with a decoction of tobacco or a solution of whale-oil soap.

In answer to the question What kind of Roses shall I plant? Peter Henderson (about the best practical authority in the country) answers, "I invariably recommend the Monthly."

The Rose flourishes best in a stiff loamy soil, and it demands high culture. Parkman, in his 'Book of Roses', says "It is scarcely possible to enrich too highly." He thinks that one-fourth old well-rotted stable manure to three-fourths good soil is not an excessive proportion. I can say, from personal experience, that roses grown on ground thus enriched, frequently stirred, and kept free from weeds, are larger, more perfectly formed, and freer from diseases or insects.

The following are given as standard kinds to plant:

Climbers—Madam D'Arbly, Gem of the Prairies, Baltimore Bell, Queen of the Prairies.

Perpetuals—Giant of Batailles, Gen. Washington, Mad. Rivers, Lord Raglan.

Noisette—Lamarque, Solfaterre, Marshal Niel.

Bourbon—Hermosa, Souvenir de la Malmaison, Vulcan.

Tea—Safrano, Bon Silene.

Bengal—Agrippina, Louis Phillipe.

If you can not get what you want, get the best you can afford, and propagate only the best, and you will soon have a good stock of roses.

Washington School, Chicago, Feb., 1871.

COMPULSORY EDUCATION.

For many years there has been an increasing tendency among those who are studying the problems of the administration of schools to come to the final result of passing laws to compel attendance at school: briefly, to enforce compulsory education. Hitherto it has seemed little likely that any such laws would or even could be passed in Illinois; and but little discussion of the project has been had except by those that are in favor of it. Now a law for compulsory education has been introduced into the Senate of Illinois: it may pass; but I hope not. As an educator, I think it needless; as a citizen, I regard it as an impertinence, and an odious measure that can not be enforced; and as a student of politics and of history, I deem it inexpedient and dangerous.

Where is the necessity for it? Mr. Bateman's recent report very candidly and carefully discusses 'Absenteeism', by which he does not mean, as I think he should, only the irregular attendance of enrolled pupils, but the non-attendance of pupils of 'schoolable age'. (Barbarous phrase! perhaps we must adopt it, however, to save our precious time.) And what is his testimony as to the result of our school-system *without* a compulsory law?

"But a very inconsiderable fraction of our children remain totally unschooled. Almost all, without exception, are taught to read and write, and are tolerably well versed in the fundamental rules of arithmetic, and so are fitted for the practical duties of life; are put upon the high road to intelligence, if not to advanced culture. *The great end which the state has in view is, after all, if not perfectly, at all events very substantially, attained.* All or nearly all her children are raised above the deadly plane of total ignorance; . . . a very large proportion of them are lifted very much above it. . . . The number of those who, passing their entire sixteen schoolable years within the state, have failed to obtain at least the rudiments of an education, . . . *that number is, practically, NONE AT ALL.*"—*Ill. School Report for 1869-1870, p. 73.*

What more do we want? Are we to insist upon it, when the great end of the state is substantially obtained, as is admitted above, that those 'who are fitted for the practical duties of life', as is confessed, shall continue to attend school until they get all that the school-system can be made to give them, and to take the additional grammar and

history and the greater skill in reading, writing, and arithmetic, which a few months more may perhaps give them? If we have practically gained our great end, shall we not be content? Will the plaintiff press for an execution and a sheriff's sale when he confesses the judgment satisfied within a few cents? The powerful sweep of public sentiment now presses the children into the schools: shall we build windmills to help Lake Erie down the inevitable precipice of Niagara? I warn you that several tons more of water will escape into the air, if you fail to build them.

"Father," whined a rustic, one day, "I kin do without ary new hat this spring; an' I don't need them new shoes muchly, but I'm suff'rin' fur a bosom-pin!" To most boys and girls in Illinois who 'are fitted for the practical duties of life, are put upon the high-road to intelligence,' the extra schooling that would be given by a compulsory law would be, after all, much like the rustic's bosom-pin. I trust I do not undervalue bosom-pins and well-starched shirt-fronts, and the neat and graceful adornments of women: they are evidences of culture and taste; but when there is clothing, comfort, and cleanliness, we need not insist upon linen, starch, jewelry, and ribbons: these will come without law.

The care of parents for their children, with the pressure of the public sentiment and the tendencies of the time, is sufficient for those who live at home: but there are apprentices, children bound out to service. These the law already protects. Our statutes invalidate any indenture that does not contain a provision securing to the apprentice the practical education sought by a compulsory law. For these, generally the children of poverty and misfortune, a legal protection is necessary, and has been granted.

But passing without discussion my other objections, and only hinting at inevitably-increased cost of schools, let us examine the logic of the compulsion party. I again cite the report, page 76. "The theory is that a state may of right do whatever is essential, or which it believes to be essential [I interpose a *caveat* against those seven words] to its preservation, welfare, and perpetuity; that the safety and continuance of a republican government requires the education of the whole body of the people; and hence that a state may rightfully do whatever may be found really necessary to secure that end." Now, granting all this, we have it confessed above that the whole body of the people, so far as the result depends upon our school-laws, is really educated for practical life, and 'on the high-road to intelligence': therefore nothing further is 'really necessary to secure that end'. "The

right of providing for compulsory attendance in the last resort," says the report on the same page; but are we any where in the neighborhood of 'the last resort'? Surely not: and for the rest, let us heed the lawyers' adage, *de minimis lex non curat*, the law does not notice trifles.

Again, on the same page: "To provide at great expense, by the supreme authority of the state, for the free education of all the youth of the state, and at the same time [to] leave all at liberty to reject what is thus provided, is to allow a self-destructive principle to lurk in the very citadel of the whole system." Now here we must tell 'a little story'. Curran was arguing a case before a jury, and said something which displeased the judge, who shook his head with a very serious look: seeing that this was affecting the minds of the jury, Curran said to them, "Oh, gentlemen, you need n't mind what the judge is doing: he often does that; but I can assure you that, when he shakes his head in that way, *there's nothing in it.*" Now, in this case, Judge Bateman, who does *not* often do so, has given a shake of the head very gravely, when there's nothing in it. To show the fallacy of this sentence, let us apply it to parallel cases.

A republican government can not be sustained unless the citizens care enough about it to exercise the right of suffrage. If no body votes, there is no government: those who neglect to vote do, so far as their neglect is concerned, tend to overthrow republican government. Such neglect is already a great evil. The U. S. census-tables of 1850 will show the curious in such matters that in the elections of 1848 and 1852, in the two very dissimilar states of Massachusetts and Arkansas, only about half the citizens endowed with political privileges voted: in no state did more than three-fourths of the citizens vote, if we remember rightly: and some states did worse than the two named. We must say, then, "To provide at great expense, by the supreme authority of the state, for the free" exercise of the right of suffrage on the part of all the people of the state, "and at the same time [to] leave all at liberty to reject what is thus provided, is to allow a self-destructive principle to lurk in the very citadel of the whole system." Therefore, by the logic of the compulsory-education party, we must forthwith have a law to compel people to vote.

The United States Senate is an integral part of the government, without which the whole fabric would fall to pieces. Chief Justice Marshall pointed out the fact that if the state legislatures fail to elect senators, the republic expires without a blow or a shot. But neither the constitution nor any law of Congress compels the election of sena-

tors. Now fit the words 'election of senators' into the sentence cited, and we shall see that the nation is not safe until a compulsory-election law is passed.

Wealth is one of the great elements of strength in a nation. It is the basis of education and of civilization. Much of the legislation and administration of government relates to the protection of property; and without property there can be no taxation, without which there can be no government. What if our people should become a lazy, shiftless, indigent rabble? "To provide, at great expense, etc., for the protection of property, and at the same time to leave all at liberty to reject what is thus provided"—conclusion, we must have laws to make people hasten to be rich.

Some of our most important laws deal with marriage and the relations of the sexes, and the care of children. Now it is conceivable, at least, that one of the sexes (perhaps the women, in view of the long-continued denial of their rights), shall firmly and persistently adopt such a course that the human race itself shall cease. Only half a century of persistence would be sufficient. Do not smile: for before France felt the crushing tread of the invader, it had been pointed out with alarm that she was paying the penalty of centuries of misgovernment and of almost national violation of the divine laws that govern the relations of the sexes; for her population was at a stand-still, or rather diminishing. In view of this fearful possibility, we must say—To provide, at great expense, by the supreme authority of the state, for the free enjoyment of the happy state of marriage by all the people of the state, and for the protection thereof, and at the same time to leave all at liberty to reject what is thus provided, is to allow a self-destructive principle to lurk in the very citadel of the whole system. Who can doubt the proposition? But shall we hasten to make compulsory laws to favor marriage and provide bounties for baby-shows?

Speaking seriously, the step is too great from a theory of the possible necessities of the state to a present compulsory law, repugnant to the spirit of American institutions, inquisitorial and odious. We thank Dr. Bateman for proving so completely that it is entirely needless; and we trust that, in his well-known appreciation of the humorous, he will forgive our playful *reductiones ad absurdum*, though aimed at one of his own hasty sentences. He has written too much that is good to be troubled by a single slip: and he has but repeated a too common sophism, stepping from the *may* of one case to the *must* of another.

The recent convention could have given us indirectly a useful compulsory law, by requiring after 1875 educated suffrage: but it was un-

fortunately composed of men without political foresight, but with sufficient backsightedness: they dealt with evils they had seen in the past, but otherwise had no eye to the future: they could provide that a teacher shall not have an interest in a text-book used by a dozen of his pupils, or that a director who keeps a country store shall not sell spelling-books; but, except the prohibition of sectarianism in public schools, they gave us nothing good on education that we had not before in effect, and failed to offer the people, even in their manifold appendix of substitute articles, the very strongest safeguard of intelligent government, an educated suffrage.

WAMBA.

Chicago, Illinois.

OFFICIAL DEPARTMENT.

DEPARTMENT OF PUBLIC INSTRUCTION, }
 SUPERINTENDENT'S OFFICE, }
Springfield, March, 1871.

THE SCHOOL-LAW.

UNDER the act entitled 'An Act to provide for the Revision of the Statutes', approved March 8, 1869, three commissioners, one from each of the three grand divisions of the state, were nominated by the Governor and confirmed by the Senate, to revise and rewrite the statute laws. They have performed that duty. All the laws relating to public education were revised by the commissioners, and brought together in a single chapter, entitled 'Schools'. That chapter has been introduced into the Senate in the form of a bill, entitled, 'A bill for an act in regard to Public Schools', which was referred to and is now in the hands of the Senate Committee of Education. Among the more important provisions of that bill are the following, which will be of interest to the readers of the Teacher:

"SECTION 1. *Be it enacted by the people of the State of Illinois, represented in the General Assembly, That a system of public schools be, and the same is hereby, deemed, held and adopted, according to the provisions of this chapter, in all of the counties of this state; and in counties not under township organization each Congressional township or fractional township shall constitute and be a school-district; and in counties under township organization each organized town shall be a school-district, subject to the provisions hereinafter contained.*

"SECTION 2. Incorporated cities, towns and villages shall be and remain parts of the township school-districts in which they are situated, unless otherwise provided by law.

"SECTION 3. Upon the petition of not less than twenty-five tax-paying voters of any township or townships, desiring the formation of the territory upon which they reside into a separate and independent school-district, setting forth the bounds of such proposed district, the county court of the proper county shall appoint three disinterested commissioners to view the premises and report the facts in the case, and their opinion as to the propriety of forming such independent school-district, to the next regular term of such county court: if such report is unfavorable to the establishment of such new school-district, no further action shall be had thereon; but if such report is favorable to the establishment of such district, and the court shall deem it advisable, he shall submit the question of forming such school-district to the legal voters of the district or districts in which such proposed district is located, to be voted on at an election or elections to be held in such district or districts at a time and place or places to be fixed by such court, and notice thereof shall be given by the county clerk of such county; which election shall be held and conducted in the same manner as elections for school-directors are provided to be held in this chapter, and report of such election or elections shall be made to said county clerk within three days after such election.

"SECTION 4. The county court, at its next regular term, shall open and canvass the returns and votes of such election, as provided in section three of this chapter; and if a majority of such votes are against such school-district, no further action shall be had thereon; but if a majority of such votes are in favor of such school-district, the court, unless other legal objection will be presented to it, shall order the said school-district to be established and a plat thereof to be made and recorded in the office of the county clerk of the proper county, and shall also fix the time and place, and cause notice to be given, of an election of school-directors in and for such school-district. And if such proceedings will result in the establishment of a new school-district, the cost of such commission, election and officers' fees shall be paid by such new district; but if otherwise, such costs and fees shall be paid by the petitioners.

"SECTION 5. When a new district is formed, the court which ordered the same to be established shall determine, on hearing, whether an undue proportion of the real estate belonging to the old district or districts is within the bounds of the new district, and if so, how much money shall be paid therefor by the new to the old district or districts; and if any money be on hand, or any tax or other claims remain after the payment of all debts for the current year, or any township or other school-fund be in the possession of the old district or districts, the court shall divide the same among the several districts interested, in such proportion, and shall make such order in regard thereto, as shall be equitable and just; and the sum thus found due by any district to another shall be entered in the nature of a judgment against the district owing the same, to be collected as other judgments against school-districts in their corporate capacity.

"SECTION 6. When a new school-district shall be formed according to the provisions of this chapter, such district shall not be considered or recognized as a separate or independent district until after the termination of the current school-year in which it became a new district, nor until it has a full board of school-directors regularly elected and organized: *Provided, however,* that the school-directors of such new district shall have authority to levy school-tax, erect or procure school-

houses, and do all acts necessary for the commencement of schools the ensuing year.

"SECTION 7. In all cases where a new or independent school-district has been formed as herein provided, the county court may abolish the same upon like petition and in the same manner in which the same was established; in which case such court shall make a just and equitable distribution of the property and debts of such abolished school-district."

"SECTION 71. Every person having under his control a child between the ages of eight and fifteen years shall annually, during his control, send such child to some public school in the district where he resides, at least three months, if the public schools in his district continue so long, six weeks of which time shall be consecutive; and for every neglect of such duty, the party offending shall forfeit to the use of said district a sum not less than ten nor more than twenty-five dollars. *Provided that*, if the party so neglecting was not able by reason of poverty to send such child to school, or that such child has been otherwise furnished with the means of education for a like period of time, or has already acquired the branches of learning taught in the public schools, or that the child's mental or bodily condition is such as to prevent its attendance at school or application to study for the period aforesaid, the penalty before mentioned shall not be incurred."

It will be seen that the township system of school-districts is provided for, in a simple and effective manner, in the very first section of the bill. The second section relates to cities, towns and villages; and the next five sections develop a carefully-guarded method whereby special or independent districts may be established in certain cases. The 71st section is intended to squarely meet the great evil of non-attendance. Other advanced positions, assumed in the bill, will be hereafter referred to. Attention is earnestly invited to the very important provisions already cited. Let every citizen carefully consider them, and, after making up his judgment thereon, bring his influence to bear, in some proper form, upon the legislature. It is in that way that good and wholesome laws are secured.

NEWTON BATEMAN, Sup't Pub. Inst.

HIGH-SCHOOL READING.*

It will be essential, in the beginning of this discussion, to decide where the High School begins and where the other grades leave off, and to form some notion of High-School work as distinct from that of the lower grades. If the papers upon Primary and Intermediate work in reading were before us, we might be aided somewhat in settling the question. In their absence, it may be said that

* A paper presented at the meeting of the Illinois State Teachers' Association at Decatur, Dec. 1870, by H. L. BOLTWOOD, of Princeton High School.

primary reading aims principally at clear articulation, a knowledge of the phonetic elements of words, and a ready recognition of all the written symbols of language. In rendering of thought, in emphasis, in accent, and in tone, childhood is largely imitative, and no amount of good teaching can ever make it otherwise.

In the intermediate school the phonetic drill is to be kept up and made prominent; but the pupil is now prepared to reason more and imitate less. He is able now, with the help of the dictionary and grammar, to study a sentence both in the separate and the combined words, and to decide for himself how it should be read, what inflection should be given to certain words, where and why the emphasis should fall, why a certain tone is or is not suited to a certain passage,—in short, to study the proper forms of rendering a given thought. In other words, the mechanical or elocutionary part of reading, so far as it can be acquired by the study of formal rules, by mutual criticism, or by the suggestions of teachers, is the proper study of the grades between the Primary and High School. Of course, the thoughts to be expressed are to be clearly understood—this is implied in all reading.

For convenience, let it be assumed that the work of the High School begins when the pupils have tolerably mastered the common English branches, at an age which may vary from 13 to 16,—the lower limit attainable in good graded schools, but still not to be urged, as a maturity of thought highly desirable in High-School pupils comes, as a general rule, only with maturity of years. The question which teachers are now to consider is, not what can be done to make these pupils intelligent readers, with good libraries in our reach, unlimited time at our disposal, and with refined families and a bountiful public ready to second our efforts, but, what can we do to make them read with expression, with clear understanding, and with the highest benefit to themselves, in three years' time, with hardly a shadow of a library at our disposal, with the children of the poor who can hardly afford books, with a public calling upon us almost wildly to teach more in our schools, and yet demanding haste, and impatiently reclaiming their children for active life before they have completed their brief three years' course. What, in view of these facts, ought we to aim at in our High-School reading? What can we reasonably expect to accomplish? What shall we read, and how shall we read it?

Not professing to have solved this complex question, I present you my own ideas, and the methods in which I have gone to work to carry out these ideas—giving you not my theories, but my school-room-work—what I have sought to realize, and why I have taken this course rather than that. In doing so, I certainly 'do as I would be done by'. My hope is to learn in this Association some better way of doing my work, and, granting that theories have their place, I desire rather to learn how to put some of the theories already on hand into successful practice.

The objects to be attained are—1st. *To train the pupil to comprehend clearly and fully the sense of every thing read.*

To a certain extent, all pupils read words only, and are as little profited by the English gone over as they would be by an equal amount of a foreign language. No teacher who neglects to question closely and minutely upon the reading-lesson has an idea of the common misapprehensions of children in regard to the words which they encounter in their reading-lessons, and in their text-books. Our object in the school-room is not so much to train up professional public readers or elocutionists, as to give to each pupil that which will make his private reading a

positive benefit to him. And unless pupils are trained to be thoughtful, observant, minute, quick to notice typographical errors, faulty punctuation, improper arrangement of words, or parts of propositions, they will be likely to read carelessly, hurriedly, and with little profit. A reading-lesson may often require a wider range of study than any other task of the school-room. A single paragraph may bring in history, geography, biography, mythology, and general literature, and may cost a novice hours of anxious search. But the law of the High School should be fixed as the law of the Medes and Persians, that whatever word, reference or allusion comes into the range of school reading, it is to be understood, if it be proper to be understood, if it lies within the intellectual reach of any one in the community, if there be a book containing the required knowledge accessible to any one, if there be a man of learning any where of whom any one can reasonably seek information. Such reading is not rapid—it can not be; but rapid reading is the very thing to be avoided. One book digested is worth a dozen gulped at a single swallow, to produce intellectual dyspepsia and such mental nausea that sound, solid food is rejected.

Grammatical analysis of sentences will often be found necessary to a clear understanding of an author's thought. Care should be taken in High Schools not to make this tediously minute and commonplace. The teacher will show good judgment by directing the pupils' thought specially to the words on which the life and force of the passage depend. In long, inverted, complicated sentences, grammatical analysis is often necessary to guide the young thinker to the sense which one who has clearly in mind what ought to be said sees at a glance.

2d. *To form a correct taste, which will aid in the enjoyment and appreciation of the books read in school, and be a guide in the selection of books out of school.*

We deal with pupils whose only reading except the text-books has been the weak, wishy-washy dilutions which make up the mass of our Sunday-school libraries, the sensational newspapers of which the N. Y. Ledger is a type, albeit more respectable than some, the dime novels of the prolific Beadle, or the biographies of the precocious heroes imagined by the equally prolific Oliver Optic; and, in the name of our common humanity, can we do nothing to take away their appetite for this skim-milk, this dauby molasses-candy, these drugged sugar-plums colored with poison, and give them a relish for something substantial and excellent? We never can make a boy believe upon our bare assertion that Dickens is a greater writer than Sylvanus Cobb. He must, as a rule, be educated up to appreciate Dickens. And by comparing carefully the thought and expression of great and of small authors, showing how one thinks clearly, chooses the right word, in stead of catching up any thing which sounds well, uses just words enough for the sense and none of them out of keeping, in stead of filling the mouths of his characters with words wholly out of their line, even a careless pupil comes to see a difference, and by slow degrees to crave something more substantial than the sensational story, to love truth, or, at least, probability and consistency, more than absurd fiction.

3d. *To assist the pupil in forming a correct style, and in gaining a mastery of his own language.*

My own experience in Rhetoric as a formal study is not satisfactory. Having tried a variety of text-books, and a variety of expedients of my own, my conclusion is that in the reading-class, with a good range of selections or of authors,

more can be done to form a good style in the pupils' written productions than in any other place with the same expenditure of time and labor. Whatever in style is not directly imitative arises either from an original method of thought, spontaneously developing itself in unique, or, at least, original methods of expression; or from unconscious absorption and reproduction. We find all these varieties among our pupils—the imitative common, but very unsatisfactory; the second rare, refreshing from its novelty, and yet often crude and rough; the third, the general style, easily attained, and subject to violent fluctuations. In college magazines, a careful reader may trace frequently the influence of some book pervading whole numbers. Now Carlyle, now Ruskin, now Emerson, rules the day, and the writers, unconsciously often, think in Carlylese, or in Ruskinish, or in Emersonian. Now as our pupils will commonly reflect in their style those authors that impress them most strongly, we shall do them excellent service by impressing upon them as strongly as possible those authors who will give them most help in expressing themselves in clear, vigorous and sensible English. By our work in the reading-class we can train them to notice style more carefully, to observe for themselves the differences which characterize authors, and to recognize an author by his style. But our best work will be done in enlarging the pupil's vocabulary, and at the same time his world of thought, by giving him words as the masters of words use them, embodied in thoughts worthy to live in memory. How limited is the stock of words which the average pupil really possesses! How liable to mistake if he venture out of a very narrow track! If any one has ever taken a class of boys whose English reading is limited to the cheap literature of our day through the second book of the *Æneid*, or the oration 'Pro Archia Poeta', he knows what horrible English can be made out of elegant Latin, by a boy who only has one word to express the most comprehensive of Latin terms, and that word the first to which he comes in his lexicon, who translates by sheer force of dictionary and doggedness, and has no conception of harmony, or order, or of a poetic term as distinct from a prosaic. And yet the boy may not be so much to blame as the parents or teachers who have let him ascend so far in his studies without taking pains to enlarge and elevate his range of reading.

All that we can generally find time to do with the higher study of English comes best in the reading-class. The distinction between archaic and modern English, the changes and tendencies of speech, the history stored up and embalmed in our words, etymology, most fruitful in interest and in instruction, comparative philology, which, at least in its elements, belongs to every High-School course where any language other than English is admitted, the use and force of figurative language, may all come in as legitimate parts of the study of language there pursued. Even if no other language than English is studied in the school, our German, our French, our Swedish pupils can help us in our comparison of words, idioms and forms, and often be encouraged thus to feel themselves more a part of the school. And it is sure that no one can read very intelligently whose mind does not investigate the questions naturally suggested in a diligent search after the author's idea as it lay in his own mind, with all its belongings. It may be true that no mind less than Shakespeare's can contain Shakespeare's thought in all its length and breadth and height and depth, but it may be given to a much inferior mind to look through Shakespeare's magic glass, even if he have not the piercing vision of the bard of Avon, and to conjure with the same spirits, even if he walk not Shakespeare's

magic circle. Whatever power man has embodied in words is there yet, and the secret of the control which has made them the passive instruments of great thinkers is to be searched out by those who will. And that education is very incomplete which has done nothing with the study of words.

4th. In the reading-class can best be developed or imparted that taste for general knowledge (*Brodwissenschaft*) which makes the student anxious to push out into new and unexplored regions. Some allusion to a book, to a historical character, to a science new and strange to the reader, may stimulate curiosity and awaken a spirit of research. Not only are all the studies of the school-room reviewed, enlarged and emphasized in the reading-class, but the student in reading a single book is reminded of the scores of things of which he is ignorant, and any tendency to shallowness, narrowness and self-conceit is repressed. Take an author like Macaulay: how much is compressed into a chapter of his history, or into a single essay! With how many arts and sciences, how many men and books and things, does his many-sided mind come in contact. History, biography, mythology, poetry, tragedy, comedy, the stately epic, the street ballad, the oldest of heathen myths and the latest discovery of modern science, the wildest dreams of the Arabian Nights' and the driest statistical tables of the census, all combine in his pages, and lend them interest, grace and power. I open almost at random to one of Emerson's Essays, and I find in twelve consecutive pages three mythological, sixteen personal, six geographical names, four French phrases, six quotations, and several figures or allusions drawn from chemistry, natural philosophy, and astronomy. The names range from Archimedes to Pres. Tyler, the countries mentioned are far apart, the quotations are from books not generally familiar, and the scientific allusions require some considerable acquaintance with the sciences mentioned to make them clear and forcible. And when the pupil reads some such book or even recognizes what is required to understand it, he realizes more fully how much his knowledge should grow to make it only *touch* what men are doing and thinking.

It matters not how men may talk of the possibilities of turning out finished scholars from our schools, or colleges, or universities; the very best thing that can be done for a pupil's intellectual growth is to make him a careful, methodical, critical reader, observant of thought, observant of grammatical structure, observant of style, quick to notice excellences of expression, and able to give a reason why this should be praised and that condemned. If we can teach something of the art of using books so that our pupils shall know how to extract the valuable for themselves; if we teach them to read with a purpose by accustoming them to give an account of what they have read, and requiring them to reproduce it; if by the stimulus of class-study and recitation we can make them something more than those passive readers who read only for the pleasure of the present moment, with no intention to keep or to use, as one eats confectionery to gratify the palate, not to nourish the system; if we can break up the love for that easy, *lazy* reading which makes up a vast proportion of our literature, and can teach them that work expended in reading *pays* as well as in any thing else, we have done a good work for them, and if not well educated when they leave us, we may reasonably expect that they will educate themselves.

Passing now to the second topic proposed — what shall we read? — I would not attempt to lay down for myself, or for others, an inflexible course. In every school different qualities of mind can be noted in successive classes, and some may with

profit take up authors which would fail to benefit others. My own choice is decidedly for entire books in preference to any selections. No matter how judiciously selections may be made, they must be too brief, too disconnected, and will seldom represent an author correctly. The old Greek story of selling a house by a specimen brick will naturally occur to one who examines any Compendium of Literature. Still, there are two objections to the use of authors. One is the expense of books, and the other the very small number which can be read thoroughly in the limits of our school courses. But to the first we may say that the chief objection to outlay for school-books comes from the fact that they are of so little worth to any one after they have once been used; and if standard works of permanent value are substituted for them, the expense is not much greater and is more readily incurred. To the other objection it may be replied that even one book well read is better than any number of fragments without beginning or end. The reading-book with a great variety of short selections, of widely-varying periods and authors, is suited to what I have called the mechanical part of reading, but should be laid aside in the High School.

To the average of pupils who have fairly completed their grammar-school drill I find no book so well suited as Longfellow's Poems. They are varied in range, simple and elegant in language, and contain no lines which need be omitted because of something impure or irreverent; and this is no small matter in selecting for a school. Their great merit lies in the fact that they are far enough above the average range of thought to make the mind lift and expand itself to receive their force, and yet they are not hopelessly out of reach; they are not written for the 'few high souls', but for the vast multitude of those who need a gentle, genial, kindly poet to shape for them in clear and chaste poems their higher thoughts and better feelings. The Belfry of Bruges and Nuremberg have a wealth of historical allusions; the Golden Legend leads the pupil into a field new and attractive; Evangeline and Hiawatha, each in its way, attract the attention of the student of American history. The pupil may almost be given over as hopeless who does not find some where in Longfellow something which claims his attention and elevates his thought.

With a class largely composed of boys, I have some times commenced with the Lady of the Lake, followed by Marmion and the Lay of the Last Minstrel. The principal objection to Scott's poems is in the remoteness of their local allusions, and their intense Scottish tone. But the freedom and vigor of his verse always has a kind of fascination for the young reader.

The modern novel ought not to be omitted in a course of English reading, yet there are very few which are fit for the school-room. Ivanhoe is, on the whole, the best which I know, and it can be read with profit about the time when a class is at work upon English and mediæval history. Dickens's minor works, like the Christmas Carol, or the Cricket on the Hearth, would do well for school work, and might come in early in the course.

I have usually followed Longfellow, or Scott, with Tennyson. His minor poems are remarkable for their melody, and in the group of poems which treat of Arthur and his knights he has laid open a magic ground, generally of great attractiveness to the young student. His allusions provoke and stimulate inquiry, and his thought, though some times involved, generally lies in the range of an intelligent pupil. 'In Memoriam', however, must be excepted. I have never ventured to take a class over this poem.

After Tennyson my classes take Shakespeare. We read it in an edition known as the Modern Standard Drama, containing his plays as now performed upon the stage. Single plays can be thus obtained for a trifle. This edition has no notes, but is pretty thoroughly expurged of the grossness and obscenity which makes the un mutilated author unfit for school reading. The plays which I judge best adapted to reading are the Merchant of Venice and Hamlet. In reading Shakespeare, considerable attention should be paid to old English as compared with modern. Craik's English of Shakespeare, with the play of Julius Cæsar, is excellent.

Following Shakespeare, Milton comes last in the school course. After reading Lycidas, L'Allegro, Il Penseroso, the Hymn of the Nativity, and a few of the sonnets, I have never had time to complete Paradise Lost. A book or two may be read, and the plot of the whole outlined, as a study of the epic poem as developed by modern authors. If the majority of the class have never studied Latin, I should prefer some other book than Paradise Lost for a completion of their course of reading, and would substitute Macaulay's Essays in preference to any thing else familiar to me.

Some where in the course it is now my practice to introduce a daily newspaper, and to spend a month or more upon a single number. I think the time well expended, and would lengthen it rather than diminish it. I select usually a commercial daily from New York or Boston, choosing a commercial rather than a political for obvious reasons, and particularly because the wide range of its prices-current, the shipping-news, the advertisements of packet-lines of vessels bound to different ports, and of the articles which enter into the commerce of a nation, give an excellent field for testing the practical knowledge of the pupils in regard to geography, physical geography, the trade, the wants, the manufactures, the imports, exports and industries of various nations. It will be readily seen that the field is boundless.

It will be observed that this course does nothing directly with the oldest forms of English, nor with the general history of our literature. My own practice is to associate the authors of any given period with the general history of that period, and in our study of English history the names of the most prominent authors are associated with the reigns of the several sovereigns, or with the century in which they properly belong. If in any way I could find time to introduce more drill upon the formation and structure of the English language, I would do it by reading an author rather than by taking a special text-book. As it is, the reading-class claims one-sixth of the regular school work throughout the entire course.

On the third topic proposed—*how shall we read?*—my limit of time will barely permit me to enter. There is no part of our school work into which the individuality of the teacher enters more largely. Any attempt to imitate another's plan mechanically must be a comparative failure. My plan may not be the plan which in your hands will give the best success, nor will your plan certainly give me such results as you may have witnessed in your classes. If you have followed me thus far, you can form some idea of the method of doing by retaining in mind the objects aimed at. Whatever the teacher finds in the author read which stimulates his own thought, warms his fancy, or kindles better emotions, he may share with his pupils by taking them through the course by which he has himself attained to pleasure or to profit. And it will be no strange thing if he find some pupil whose quick insight, or finer perception, will aid himself to a keener relish or to a better appreciation even of a favorite author. An intelligent teacher,

reading with his class books which are to himself a power and a delight, will make his pupils share with him, if he can be content to work slowly at first, and with great painstaking and fidelity train them to read not for the story, not for the recitation, but for the reception, retention and use of valuable thought.

In connection with a High-School course of reading a Reference Library is almost indispensable. No town ought to have a High School without such a library. But, inasmuch as the public are often more willing to spend thousands on towers and mansard roofs than single dollars on libraries, and inasmuch as some may wish to begin this higher course before the library comes, let it be understood that the process of thorough critical reading may commence without any library, only pressing into service the available books of the community, by impressing upon the pupils so strongly the desire to know that they will search out books for themselves, or demand books for themselves. An Unabridged Dictionary, Hayden's Dictionary of Dates, Appleton's Biographical Dictionary, Bulfinch's Age of Chivalry and Age of Fable, Lippincott's Gazetteer, and Mitchell's Universal Atlas, to be had for somewhat less than fifty dollars, will make a very fair beginning of a reference library. A cyclopædia comes next in order. With a good cyclopædia, Chambers's Cyclopædia of English Literature, and Allibone's Dictionary of Authors, one has a very fair beginning for general work. But it seems to me that in no way can we do more for the schools with which we are connected, and through them for the communities with which we are identified, than by enlarging our school libraries just as fast as we have created a demand for the use of them. A library may become useless lumber or a hindrance to good work, by encouraging pupils to waste time, but it is the very best thing in our reach if we teach pupils to use it aright.

[The paper was followed by an oral exercise, giving examples of the kind of questioning to be presented to a class in developing their reasoning powers in respect to the use of words.]

EDITORIAL DEPARTMENT.

COMPULSORY EDUCATION.—Our readers will examine carefully the important communication from the State Superintendent, embodying parts of the proposed law modifying our present school-system. The adoption of the township system would be hailed as one of the greatest possible improvements upon the one of districts now in vogue. It has been for a long time discussed by the educational men of the state, and they are generally, if not unanimously, agreed in its favor. It has been in operation in some of the states, with much more satisfactory results than accompanied any previous system.

The proposed measure for compulsory attendance has also been quite fully discussed, having warm advocates on the one hand and strong opponents on the other. We bespeak for the article in the present number of the Teacher against the proposition the thoughtful perusal of our readers. It is from the pen of one

of the ablest educators, closest students and most careful observers in the state. His exposé of the weakness of the position taken by the advocates of compulsion will lead them to a new examination of their strength, and will set others to thinking more carefully on the subject.

Of the benefits which would arise from universal education no one will entertain a doubt. But with the fact of a very excellent system of popular education, which is every year growing more efficient, a system whose rapid development through its own popularity has been so great as to cause many of its best friends to fear a revulsion, the question is whether enough would be gained by the enactment of a compulsory law, with provisions for its execution which would render it odious and offensive in the extreme, to risk the unpopularity which would be brought upon the whole system. The question of the difficulties which would lie in the way of its enforcement is one which should lead the state legislature to tread carefully upon ground which is yet untried by any republican government.

The strength of a universal compulsory law of any sort depends upon its popularity. If there are even a few actively opposed to it, there will be a large number, at first indifferent, who will, in case of contest, incline to sympathize with those who resist, and a public opinion will be created which those enforcing the law will not care to meet. If there is a popular demand for the law which would secure its enforcement, education will prevail without it; if public opinion in its favor is not strong enough to enforce it, it will fail in accomplishing its purpose.

SOMETHING PRACTICAL.—At an institute, not long since, the question "Why do not our instructors say something for the benefit of country teachers?" was read from the query-box. The same idea is frequently embodied in complaints of educational journals. They are too theoretical, they do not adapt themselves to the wants of the mass of teachers, they aim far above the teachers in the rural districts.

While these complaints may, to some extent, be true, it is also true that the practicability of an idea depends upon something besides the idea itself. Let us illustrate. A farmer buys a reaper. In its operation it does not work well. The draft is too great, it becomes clogged with straw, it runs into the ground; 'there is a weakest spot some where', and the reaper is thrown aside and the farmer returns to the old cradle descended from his fathers, disgusted with the modern improvements. Another farmer buys a reaper of the same kind, and, by an intelligent use of it, does a larger amount of work in less time and with less labor than formerly. The reaper is a complete success. Where lies the practical value of the machine, in itself, or in the skill of him who uses it? Is its ill adaptedness to its work its own defect, or does it lie in the incapacity of him who fails in the use of it?

In teaching there are certain truths and principles pertaining to mind and its growth that are of the greatest practical value. It is their discovery and application that have produced the improvements in educational methods of later years. These truths are of universal application, and that teacher will be most successful who discovers them and carries them into effect. To put them into operation requires not only intelligence, but a capacity for adaptation on the part of the teacher. It is in this capacity that exists the so-called practicality of what may be found in educational journals. The experience of the editor of any one of them will afford an illustration. From some of his readers he learns that every number contains something which they can put into practice at once in their

school-room work. From others in precisely similar positions come such complaints as were presented at the beginning of this article. From which we conclude that the disposition to study what educational writers have written, to consider, and to assimilate that which is adapted to one's peculiar case, is one of the conditions essential to practical success in the teacher. He who expects that his course will be precisely mapped out for him, that his every act for the day will be definitely prescribed, makes himself a machine, not having any of the versatility which characterizes the true teacher. He may do to hear recitations from a textbook, to become a routine teacher, but to awaken mind and to excite a spirit of independent investigation, which is true development, never.

While speaking thus plainly upon this subject, we realize that each grade of instruction applies principles and methods in a different manner from others. To suggest methods which will be of service to all grades of teachers is not only within the province of educational journals, but it is clearly their duty to do so. In making arrangements for contributions for the Teacher, we have had in mind the wants of the great mass of teachers in districts schools, and have selected writers whom we have thought especially adapted to meet them. The results of our course fully satisfy us of its wisdom. In order that our plan may be most completely carried out, we invite teachers to communicate freely with us concerning the obstacles in the way of the satisfactory and successful prosecution of their work.

THE ILLINOIS SCHOOL PRINCIPALS' SOCIETY.—I would like, through the pages of your journal, to call the attention of the School Principals of our state to the meeting of the Illinois School Principals' Society, to be held in Rockford on the 5th, 6th and 7th of July next.

Our state educational gatherings are of immense value to those who attend; for by the social contact and public discussion which we there enjoy we gain a stimulus which is frequently felt in its continuous influence upon us, until the annual round brings us a new supply.

School Principals should first feel it a privilege to attend the meeting of the Society above named, next summer. It ought to be, and no doubt is to most of us, a pleasure to meet our fellow teachers and hold pleasant and profitable communion with them respecting the great work in which we are engaged.

Secondly, It is our *duty* to attend such gatherings. In the first place, that we may glean for *ourselves* some crumbs to feed our wearied and oftentimes overtaken energies. Not unfrequently, these meetings prove '*helps over hard places*', as some item of experience, or some suggestion presented by one who has worked out a hard problem in the teacher's life, may shed great light upon a matter over which we have wasted much time and labor, and thus have subjected ourselves, perhaps, to failure and mortification.

It is our duty, in the second place, to attend, that we may impart from our *own* experience to aid *others*.

We bespeak, therefore, for our next annual meeting a full representation of the School Principals of Illinois.

Rockford, the place of meeting, is one of the most beautiful cities in the West: her people are well known for their appreciation of education and its attendant benefits, and we may be assured of a hearty welcome.

The Executive Committee design to arrange and have already nearly completed a programme which will afford a feast of good things to all who shall be so fortunate as to be at the banquet. The details of the programme, as also a statement of the accommodations secured from the railroads, will be published in due time, and we shall hope to see a good, full attendance.

E. C. SMITH, Ch'n Ex. Com.

NATIONAL EDUCATIONAL CONVENTIONS.—The next meeting of these bodies will be held in St. Louis, on the 22d, 23d and 24th days of August next. The early announcement of the time and place will enable the educational men and women of the country to make arrangements for their vacation with attendance upon these meetings in view. From what we know of the plans which have been made for the occasion, we feel assured that the proceedings will be of very great interest.

MONTHLY REPORTS.—The increased number of reports presented this month indicates a wider interest in the subject. We notice that in some cases teachers are calling the attention of the people of their respective towns to these tables, and by this means presenting forcible evidence that there is room for improvement in the attendance of their own schools. In one instance a report was received without name, and the postmark on the letter was so indistinct that it was impossible to decipher it.

TOWN OR CITY.	No. of Pupils Enrolled.	No. of Days of School.	Average No. Belonging.	Av. Daily Attendance.	Per ct. of Attendance.	No. of Tardinesses.	No. neither Absent nor Tardy.	PRINCIPAL OR SUPERINTENDENT.
Pana.....	539	22	445	413	93	159	163	J. H. Woodul.
Bloomington.....	2425	20	2350	2228	94.7	349		S. M. Etter.
West and South Rockford	1195	19	1118	1069	95.5	454	423	(J. H. Blodgett and O. F. Barbour.
Forreston.....	208	22	200	190	95	54	145	M. L. Seymour.
Dixon.....	536	20	486	428	88	369	79	E. C. Smith.
Buda.....	206	22	187	173	92.4			D. B. Butler.
Oak Park.....	107	19	103	100	97	22	52	Warren Wilkie.
Mattoon, Westside.....	330	22	285	270	95	192	66	J. H. Thompson.
Mason City.....	384	20	347	333	96	9	195	Frank C. Garbutt.
Maroa.....	179	22	171	160	94	179	51	E. Philbrook.
Lincoln.....	1074	19	726	662	92.4	1142	14	I. Wilkinson.
Dement.....	109	22	104	99	94.7	17	22	P. R. Walker.
East Aurora.....	1448	20	1341	1258	93.9	178	475	W. B. Powell.
Arcola.....	325	18	307	283	92	268	100	M. Waters.
Blackberry.....	104	21	101	84	83.2	32	39	Miss E. C. Bowers.
Lasalle.....	696	21	608	571	93.8	270	209	W. D. Hall.
Cairo.....	519	21	515	486	94.4	62	216	H. S. English.
Lewistown.....	401	20	375		95.3	349	149	Cyrus Cook.
Kankakee.....	883	17	771	712	92.3	326	322	A. E. Rowell.
Odin.....	166	22	153	138	90.2	399	16	L. S. Kilborn.
Yates City.....	180	20	154	145	94	72	46	A. C. Bloomer.
Peoria.....	2369	24	2215	2101	94.8	293	911	J. E. Dow.
Centralia.....	621	22	591	557	94.2	235	165	J. V. Holloway.
Decatur.....	1707	20	1514	1435	94.7	277	675	E. A. Gastman.
South Pass.....	214	22	189	175	92.6	223	32	F. G. Miller.
Litchfield.....	965	22	662	637	96.2	37	198	B. F. Hedges.
Normal.....	385	20	366	350	95.6	71	230	Aaron Gove.
Belvidere.....	324	22	306	276	91	99	106	H. J. Sherrill.
	543	20	482	456	94.6	19	285	
Sandwich.....	475	22	440	410	91.9	95	125	(A. J. Sawyer and H. Moore.
Faribault (Minn.).....	540	20	503	478	95	196	251	W. R. Edwards.
Shelbyville.....	446	20	412	353	86	349	70	J. Hobbs.
Henry.....	336	22	334	314	93.8	216	91	J. S. McClung.
Ottawa.....	1442	19			96.9	129	698	T. H. Clark.
Elgin.....	923	20	877	839	95.7	306	362	C. F. Kimball.
Macomb.....	628	19	620	576	94.5	161	257	M. Andrews.
Byron.....	95	20	88	76	86.4	44	29	C. D. Mariner.

LETTER FROM PROF. PHELPS.—*Mr. Editor:* Allow me to express the sincere gratification with which I read the note of Prof. Gray in your December number. He gives us an example of honesty and candor in the public discussion of a question worthy of all praise and of universal imitation.

I cheerfully admit that there is, in many localities, strong opposition to Normal Schools. *But it is an instructive fact that this opposition exists in quarters where the least is known of their operations and results.* Do we hear of strong opposition in Massachusetts, New York, New Jersey, Michigan, and other states where they have been long tried and proved? Do we hear of it in Illinois or Pennsylvania, Connecticut or Maine? If so, it will be found invariably to be in localities remote from the schools, and to arise from the absence of that intimate knowledge which comes from actual observation or honest, thorough investigation. Ohio is a notable illustration in point. That state has never yet recognized its duty to establish and support a system of training-schools for teachers. Hence its people and many of its teachers are experimentally unacquainted with the vast advantages which they afford. And although some of its teachers may be opposed to Normal Schools, it is still true that many of its leading educators have been for years earnestly laboring to secure their recognition by the state.

All who are familiar with Horace Mann's contest with the thirty-one Boston schoolmasters will remember the bitterness with which they opposed the then untried system of Teachers' Seminaries, so warmly advocated by the great champion of educational reform in his famous Seventh Annual Report. It was simply the opposition of conservatism and prejudice. But it availed nothing. The truth survived the shock, and no where are Normal Schools stronger in the confidence and support of the people than in Massachusetts, where they have been the longest tried and the most thoroughly vindicated.

But why should opposition, however violent, be accepted as a sign of failure? Is Christianity a failure? Is free government a failure? Is truth itself a failure? And what is or ever has been more bitterly or persistently opposed all along through the ages? In fact, this opposition to Normal Schools is one of the best indications of their great value as agencies in educational reform. And in this word 'reform', as applicable to these schools, is enveloped the secret of the hostility with which they are greeted in their earlier history wherever established. Calvert says that "a new truth is a stranger. It demands our hospitality." But alas, how inhospitably has this new truth been too often received. Let us be just to it in future, and it will prove an inestimable blessing to all coming generations.

State Normal School, Winona, Minn., Dec. 20, 1870.

WM. F. PHELPS.

ITEMS, PERSONAL AND GENERAL.—The post-office address of Superintendent T. W. Hynes, of Bond county, is changed from Old Ripley to Greenville.

—Alexander Kerr, long at the head of the schools of Beloit, Wis., has accepted the professorship of Greek in the University of that state, and enters upon his duties in March. He is an able man and a cultured scholar.

—The Saturday institutes held at various points in Boone county seem to be producing valuable results, and a similar statement is true regarding Winnebago county. These occasions form strong rallying-points for local teachers.

—Dr. John S. Hart has resigned the principalship of the New-Jersey State Normal School. In his letter of resignation, he says, "Engagements have been pressed upon me less confining and more remunerative than that which I now hold, and

I have, at length, concluded to accept them." Dr. Hart has labored forty years in the profession, during which time he has had under his personal care and direction more than seven thousand students. As an educator, he has long been known as one of the ablest in the country. In addition to his labors as an instructor, he has written several educational works which have met with a large demand. His *In the School-Room* is probably found in as many teachers' libraries as any other single volume.

—President Angell, of Vermont, has accepted the presidency of the Michigan University.

—F. S. Heywood, for many years Principal of the Ogden School, Chicago, has resigned his position. W. H. Heath has been chosen his successor.

—Just before going to press we learn of the death of Thomas H. Burrowes, LL.D., President of Pennsylvania Agricultural College. Dr. Burrowes has long been identified with the cause of education in Pennsylvania and the whole country. As one of the first State Superintendents of his state, he commenced the publication of the Pennsylvania School Journal, which he has conducted until the recent change in its proprietorship. There are very few men in the country who will leave behind them a record of a longer or more useful life in the educational work.

COLLEGE ITEMS.—The property of Harvard, besides grounds, buildings, and their contents, is estimated to be worth \$2,100,000. The total income of the institution is \$190,000; expenditures, \$185,000. There are forty-four professorships.

—The productive funds of Yale, exclusive of buildings, grounds, etc., amount to \$1,170,000. There are twenty-six professorships.

—The permanent fund of Michigan University is \$560,000. A farther sum of \$15,000 is raised by a tax of one-twentieth of a mill on a dollar on all the property of the state.

—The present income of Cornell University is \$90,000.

EDUCATIONAL NEWS.

ILLINOIS.

THE AMBOY public schools enrolled during the past term more than one-fourth of the entire population of the town.

BELLEVILLE.—During the month of January there were 1407 pupils enrolled in the public schools, of whom 491 study German. A mixed school has been established for the purpose of preparing pupils from outside districts for most profitably entering the city schools. At the institute held Jan'y 21st, Mrs. Robertson presented an exercise in *Geography*, Mr. Raab one on *Factoring*, and a discussion on *Necessity of Drill* was conducted by Messrs. Gwillim, Cline, and others. The St. Louis public schools have given positions to Misses L. E. Erwin and K. E. O'Neil, formerly teachers at this place. Miss S. M. Goodhue, a teacher in the Franklin School, has been married to Mr. E. J. Phillips, of Duquoin. A colored school has been opened, with Mr. Henry Niles as Principal.

BLOOMINGTON.—The new term opened January 9th, and all accommodations, including the new eight-room building, were filled to overflowing. Many were sent away, from want of room. The number of teachers is 47. The colored citizens

have commenced legal proceedings against the Board of Education for admission to the white schools.

LINCOLN.—Superintendent Wilkinson, in sending in his monthly report, states that hitherto there has been no rule enforcing punctuality and attendance upon their schools. He considers that, as a result of the system of moral suasion only in this matter, they lose from three to five per cent. in attendance. The authorities purpose adopting the Chicago rule of forfeiting seats. Over one-fifth of the entire population of the town is registered in the public schools. The number of visits received during the month of January was 114.

OTTAWA.—At the close of January, 1868, the number of pupils in the public schools was 1326; at the same time in the present year the number was 1350. During this time the number neither absent nor tardy during that month has increased from 202 to 698; the per cent. of attendance, from 91.9 to 96.9. The number of cases of tardiness has decreased from 2,215 to 129; minutes lost by tardiness, from 30,774 to 1,066; and the hours of absence, from 11,383 to 4,460. The number of teachers at present employed is 27.

PRINCETON High School reports an enrollment of 247 pupils for January, 97 per cent. attendance, and 98 per cent. punctuality. The Board of Education have just appropriated \$250 to the library, in addition to \$350 expended three years ago, and propose to make an equal appropriation yearly hereafter.

SHELBYVILLE.—The schools of this place have just entered into possession of a new three-story and basement brick building, erected at a cost of \$35,000. Its dimensions are 76 × 81 feet. It has ten rooms, each 27 × 35 feet, and an assembly-hall 35 × 62 feet, and is furnished with accommodations for 750 pupils. A bell weighing 817 pounds and a town clock occupy the belfry. The people are much gratified with the management of their system of schools, and accord due credit to their worthy superintendent, Jephthah Hobbs, and his faithful corps of teachers. There are nine teachers, and the monthly expense, including pay of janitor, is \$517.10.

SOUTH PASS.—The schools at this place are in charge of F. G. Miller, with three assistants, through whose faithful instruction they are rapidly improving. Egyptian darkness has long been associated with Southern Illinois, but here and there bright spots begin to appear, furnishing occasion for encouragement to those there engaged in the noble work.

CRAWFORD COUNTY.—A teachers' institute met at Robinson on the 1st of February, and continued in session three days. Fifty-nine teachers were in attendance and a large number of spectators. Prof. T. C. Smith and President Holmes, of Union Christian College, delivered lectures during the session. Class drills were given by home teachers in Reading, English Grammar, Arithmetic, Geography, Penmanship, and History of the United States. The County Superintendent announced that there would be two private normal schools in the county during next August and September, for the benefit of those wishing to teach in this county next winter. Resolutions were adopted favoring the establishment of a county normal school and the adoption of physiology as one of the studies of the common schools.

DUPAGE COUNTY.—Superintendent Richmond is publishing in the Wheaton Illinoian some of the results of his observation in school visitation. They are well advised and calculated to do much good.

FULTON COUNTY.—Superintendent Benton reports that in his constant visitation of schools he finds great improvement in nearly every school. It is especially noticeable that those teachers who are readers of educational works have greater system and teach with better methods than others. This is natural. That spirit of progress which prompts a teacher to subscribe for an educational journal would lead him to adopt its suggestions, and greater effectiveness would follow.

KNOX COUNTY.—The public schools are in an improved condition. More interest than heretofore is manifested by the patrons and school-officers generally. Much improvement has been made in the appearance and comfort of school-houses. Old Knox is determined to do her share in educational work.

PUTNAM COUNTY INSTITUTE met at Hennepin on the second of February, for a three-days session. A. W. Durley, County Superintendent, presided. Home talent was represented in the exercises by H. M. Stouffer, of Hennepin; H. J. Smith, of Granville; and Misses E. C. John, of Magnolia, and C. A. Cochrane, of Hennepin. E. C. Hewett, of Normal, H. L. Boltwood, of Princeton, J. S. McClung, of Henry, and Miss F. H. Churchill, of Englewood, gave assistance from abroad. Of the forty-five teachers now engaged in the county, thirty were in constant attendance and many more were present a part of the time. Prof. Hewett gave an evening lecture upon *School Government*, and Miss Churchill occupied an evening with select readings.

SANGAMON COUNTY.—Pursuant to a call issued by the County Superintendent of Schools, the Teachers' Institute of Sangamon county convened in the hall of the High-School building in the City of Springfield on Monday, Dec. 19th. Although Monday was ushered in by a snow-storm which continued to rage throughout the day, yet a goodly number of teachers found their way to the city. There were many arrivals during the week of the session. A deep interest was manifested throughout, showing that the teachers of Sangamon are thoroughly enlisted in the great work of training the youthful mind. A permanent organization was effected, so that the institute may be regarded as an established fact. A series of resolutions was adopted, among which was the following:

Resolved, That we favor legislation making attendance at the public schools compulsory during a specified term of years.

The institute closed its labors on Friday, Dec. 23d, and the teachers returned to their homes bearing many pleasant recollections of the associations of the past week.

M. J. T.

SHELBY COUNTY INSTITUTE held a session of five days, commencing February 6th. The attendance was large, about one hundred teachers being present. The exercises were chiefly under the direction of Prof. Cook, of the Normal University, assisted by Messrs. Buchanan and Hobbs. They were very interesting throughout. Superintendent Hall merited the thanks he received for reviving the institute and so successfully arranging its exercises.

TAZEWELL COUNTY.—Superintendent Hatfield is holding Saturday meetings of the teachers in various portions of the county, with very gratifying results. A few hours' familiar counsel over questions and difficulties connected with present work, troubles which occurred only a day or two since and may recur in another day or two again, will do more than double that time in an ordinary institute. . . . In Du Page county, Superintendent Richmond is pursuing a similar course. At the meeting at Downer's Grove, Jan. 21st, R. F. Bunnell presented the subject of *Geography*, and S. W. Skinner that of *Primary Reading*.

NOTICES OF BOOKS AND PERIODICALS.

(17) MR. KERL seems determined to keep his grammars even with the improved methods of instruction in that study. There is no subject which has, of late years, merited and received more careful discussion by teachers than this, and it is pleasant to think that the discussion is resulting in the development of much more sensible ideas as to how it shall be taught. It can be conceived that the instruction given in this branch of study in the public schools will soon have a visible effect in improving the language of the masses. As an aid to the teacher, Mr. Kerl's recent work is an advance upon either of its predecessors. Though intended as a revision of his elementary book, it is really such an enlargement of it as to form an excellent work for use in the common schools of the country. A quite full oral course introduces the pupil to the parts of speech with their inflections, and to the sentence in its simplest forms, with its modifications. A prominent feature of this part, as indeed of the whole work, is the practical applications and valuable cautions given concerning the errors of common speech. The text course presents briefly the parts of speech and their important properties, with rules of construction. A practical application of the principles and rules pertaining to each class of words is made by presenting the rules of syntax and corrections in false syntax with the etymology of the word. As a whole, the *Shorter Course* seems to us to be a most valuable aid in the teacher's work.

(18) WE have here another of the neat and convenient volumes of the Chase & Stuart Classical Series. Like the previous volumes of this series, it has been prepared in a style which will at once recommend it to teachers and pupils. The mechanical execution of the work is excellent. The type is clear and large enough, and yet the entire text of the first six books of the *Æneid* is embraced in less than one hundred and thirty small pages. The notes are concise and clear, and appear to be well supplied with grammatical references. The metrical index and the remarks upon classical versification will be found to contain valuable matter. The vocabulary we could wish had been omitted. The student who has advanced far enough to read Virgil will need and should have a full lexicon of the language, and no imperfect substitute for that should be placed in his hands. The study of the composition and derivation of words, which should receive special attention at this stage of the student's progress, can not be pursued successfully without such a lexicon. The argument of economy may be on the side of a special vocabulary for each author, but one can hardly afford to be economical at the sacrifice of weightier matters. c.

(19) WHILE there may arise doubt as to the utility of a book like this, among Germans acquiring English there can be no doubt of the thorough and conscientious work put upon the present volume, which, as the author informs us in the preface, is an entire remodeling of the work of Baskerville. The pronunciation of the English words is, throughout the greater portion of the book, indicated with great accuracy: it is, however, to be regretted that so strong a tendency should be manifested toward the use of ⁵e intended to represent *Der Duntle Laut*, or the obscure sound of e in father, o in purpose, etc. An example strikingly illustrative will be found on page 166, where the pronunciation of Popular is thus indicated, pop²-e⁵-ler⁵. The general style of the work is similar to that of the numerous 'Methods' used in the instruction of English children in the German language—similar so far, at least, as the irregularities and difficulties of the English will admit of similarity. The difficulty of giving any definite rules for pronunciation is at once evident, when we note the remarks of our author on the sin-

(17) A SHORTER COURSE IN ENGLISH GRAMMAR. By Simon Kerl. Ivison, Blakeman, Taylor and Company, New York. 240 pages 12mo.

(18) SIX BOOKS OF THE *ÆNEID* OF VIRGIL: with Explanatory Notes and Vocabulary. By Thomas Chase, M.A. Eldredge & Brother, Philadelphia.

(19) DR. A. BASKERVILLE'S PRACTICAL COMPENDIUM OF THE ENGLISH LANGUAGE. Entirely Remodeled and Adapted to Use in America, by Gustav Fischer. E. Steiger, New York.

gle subject of accent: p. 29, he states that dissyllables generally accent the first syllable if that be not a prefix, but explains, referring to § 53, that there are many words accenting the final syllable, and further states that many others accent both equally. That portion of the work relating more especially to construction of sentences is highly satisfactory, both as regards the correctness and definiteness of its rules and the practical application of knowledge imparted. The sentences are such as are of daily use, English idioms are fully explained, and the *order* of the English sentence is carefully compared with that of the German. A number of business forms are given, and a few exercises for reading are appended to the work.

B.

(²⁰) THOSE teachers who have used Dr. Hart's larger work on Composition and Rhetoric will be gratified to know of the issue of his First Lessons. The author states that a knowledge of things, words, combining words into sentences, manner of giving varied expression, and of embellishment by means of figures, is desirable for good composition. His work is divided into four parts, based upon the last four of these ideas. In the first part the principal parts of speech are presented and a few of the leading rules for derivation are given; in the second, the sentence with its adjuncts and its varieties is treated. These two divisions are intended to precede the study of grammar. The plan is synthetic, and the exercises are carefully arranged and progressive. A large amount of work is required of the pupil in application of lesson.

(²¹) MESSRS. E. H. BUTLER & Co., of Philadelphia, have just published a set of large-sized Outline Maps, Mitchell's Series, seven in number, including the Hemispheres, United States, and each of the grand divisions. In neatness of design, beauty of execution, and style of finish, they are admirable. In the important item of cheapness they are unsurpassed. Their extremely low price places them within the reach of almost every school, and we may say that they will return many times their cost in exciting a spirit of inquiry and a love of study. The publishers are entitled to great credit for their enterprise in presenting at so cheap a rate such excellent aid in the study of Geography.

(²²) THE *Little Corporal*, so widely known as a wide-awake journal for boys and girls, has become the exclusive property of Mr. Miller, one of its former proprietors.

(²³) THE *School Festival*, heretofore published by the same firm, will hereafter be published by Mr. A. L. Sewell, who has associated with himself Mrs. M. B. C. Slade in its editorship. It is their intention to make it more than ever a valuable aid to teachers in giving an agreeable variety to the exercises of their schools. As a source of things new in the nature of songs, exercises, etc., there is nothing equal to it.

(²⁰) FIRST LESSONS IN COMPOSITION. By John S. Hart, LL.D. Eldredge & Brother, Philadelphia. 144 pages 12mo.

The School Festival.

THE SCHOOL FESTIVAL is a beautiful original quarterly Magazine, devoted to new and sparkling

Dialogues, Recitations, Concert, Motion, and other Exercises for Sunday-school and Day-school Exhibitions, Concerts, Festivals, "Public Fridays", etc.

Conducted by ALFRED L. SEWELL, of Chicago (for nearly six years editor of *The Little Corporal*), and MRS. M. B. C. SLADE, of Fall River, Mass.

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ILLINOIS TEACHER.

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NUMBER 4.

DRAWING IN THE PUBLIC SCHOOLS.—II.

BY MISS DELIA A. LATHROP.

I ATTEMPTED in a former article in this journal to show, first, that a knowledge of drawing is desirable, not only for its discipline but for its practical applications; and second, that drawing may be introduced into the common schools at no sacrifice of other branches of study which we consider—and are quite right in considering—indispensable.

To make the statement of its importance more emphatic, I take the liberty of quoting the following section (1) concerning the introduction of drawing into the public schools of Massachusetts.

“In June, 1869, several well-known citizens of Massachusetts, largely engaged in manufacturing and mechanical industry, signed a petition to the legislature, in which they represented ‘that every branch of manufactures in which the citizens of Massachusetts are engaged requires, in the details of the processes connected with it, some knowledge of drawing and other arts of design, on the part of the skilled workmen engaged’, and, for this and other reasons, asked ‘that the board of education may be directed to report, in detail, to the next general court, some definite plan for introducing schools for drawing, or instruction in drawing, free to all men, women, and children, in all the towns of the commonwealth of more than five thousand inhabitants’.

“The legislature responded so promptly that on the 12th of June a resolution, as requested, had been passed and was approved.

“The board of education, being deeply impressed with the importance of the subject, committed its consideration to a special committee, who subsequently reported that the *almost total neglect of this branch of instruction in past times has been a great defect; that we are behind many other nations in all the means of art culture, a defect which native artisans and mechanics feel, as ‘foreign workmen occupy the best*

(1) See Report of Commissioner of Education for 1870, p. 167.

and most responsible places in our factories and workshops';⁽²⁾ that agents should be employed to go through the commonwealth and interest the people in this most important subject, and that *'teachers should be required to instruct in free-hand drawing, and the work should be begun in the primary departments, and should be continued with zeal and fidelity through the period of school life'*. The report of the committee was adopted by the board of education, whose recommendations resulted in the passage by the legislature of an act amending the general statutes so as to include drawing among the branches of learning which are required to be taught in the public schools; also, in making provision for free instruction in industrial or mechanical drawing to persons over fifteen years of age, under the direction of the school committee."

To teach drawing in city schools, where all the appliances are furnished; where provision for the instruction of teachers is made by the boards of education, or special teachers provided; where there is a methodical arrangement of study from grade to grade; where schools are carefully classified and children are compelled to a certain proficiency in this, as in other subjects, in order to promotion, is not difficult. But can it be done successfully in country schools, in which one teacher remains but four or five months; where there is no legislation back of the teacher compelling to this study; where there are many grades of pupils under the same teacher; and where teachers themselves have never studied drawing? I answer unhesitatingly, Yes; it can be done, and well done, too, by a teacher who feels its importance and has the will to do it.

Let us examine these difficulties one by one, and see if they are really as formidable as they appear at first view. The first one lies equally in the way in the pursuit of every study in the common school. But the skillful teacher, knowing how much time he has, arranges his work accordingly. He decides to attempt so much in arithmetic, so much in grammar, so much in penmanship, etc., and then with all his ability works toward the accomplishment of these ends. Why not do the same in drawing? Let the teacher make a plan of work for the length of time he is to have the school, and then make every lesson tell something toward the accomplishment of that plan.

The second difficulty sounds more formidable emphatically stated than it is in fact. Legislation may, without doubt, be made very helpful to the teacher; still, we are forced to confess, no amount of good

⁽²⁾ I was quite surprised when recently told, by a gentleman familiar with the glass manufacture, that there are no native artisans in the business in this country. The fine, artistic work is all done by foreigners, who command very large pay. Need our young men (or women) be less competent to do this work, that requires taste as well as mechanical dexterity, than those who come to us from abroad?

legislation will make a good school. "The school is what the teacher makes it." Legislation has really more to do in pushing teachers toward a better preparation for their work than in the control of the inside working of the school. All the legislation in the world will not make a good class in either drawing, penmanship, or arithmetic, unless the teacher has his heart in the work of teaching drawing, penmanship, and arithmetic. And why do we need special legislation for drawing, more than for other branches that are taught in our common schools unquestioningly and thoroughly? What is most needed is the confidence of the pupils and of their parents in the judgment of the teacher; and this the teacher himself must have the wisdom to secure.

The third difficulty is a serious one, to be sure, but a no greater one in drawing than in penmanship or any other branch taught in schools. The real embarrassment is in the multiplication of subjects and not in any peculiarity of the subject itself. It is quite possible to reduce a large unclassified school to three drawing-classes—and that is a less number than there are of reading and possibly than of arithmetic classes. But the drawing-classes are to receive attention in addition to all these. Yes; but let it be by alternating or by doubling classes in some subject, and so saving time for a recitation twice a week, or by assigning a silent recitation to some class and using the time with another class for drawing. Time will be made for it if there is a disposition to do so.

The last and most serious objection remains, viz., the teachers themselves have not studied drawing, and so can not teach it. I can not dispose of this difficulty better than by giving you the statement given me by Arthur Forbriger, Esq., Sup't of Drawing in the Public Schools of Cincinnati, a gentleman whose experience and eminent success in his specialty make his opinion of value. He says "The greatest obstacle to success in drawing, especially in the lower classes, is the want of confidence on the part of teachers as to their ability to teach the elements of drawing. These are very easily understood and very simple in execution; and my own observation has taught me that, with small pupils, the *class teacher*, if interested in the work and gifted with the talent of imparting information, will, without any especial instruction in the art of drawing, often meet with better success than a *special drawing-teacher* would do. I am, notwithstanding, often vexed by the assurance of teachers of the lower grades that they know nothing of drawing, never studied it, never can learn to draw a straight line, and—most absurd of all—that they have no *talent* for drawing. The employment of one leisure hour per week in the study of the elements of

drawing will enable any conscientious teacher having charge of elementary classes to do justice to the work and to the pupils."

That we may come directly to the practical part of the work, which is really what the teacher must ultimately understand, I shall try in my next to answer some questions which it occurs to me a teacher unskilled in drawing, but disposed to attempt it, would be most likely to ask.

E N T H U S I A S M .

BY E. C. PILLSBURY.

IN my reading, the other day, I came upon this saying from the pen of Horace Greeley: "Of the legions who aspire to teach, only a very small part do so from any hearty, intrinsic love of the work; while the great multitude seek primarily their own glory or aggrandizement rather than the good of their kind. They aspire to be teachers, not because man needs to be taught, but because they must some how be fed."

From that I asked myself what constitutes a true teacher; and among the other requisites there is none more needful than enthusiasm. I have often sat by an artist's easel and watched the almost imperceptible touches with which he wrought out the creation of his thought. I have wondered at the earnest steadfastness he manifested, as day after day passed and the work still seemed as incomplete as before; but his love for the work made him enthusiastic, and the enthusiasm made his work but play.

Teachers, we are painting pictures more beautiful by far than any an artist ever dreamed. We are laying on colors that will never fade, with what should be as delicate touches as ever a Raphael wielded, and an ardent enthusiasm is necessary for our success and the ultimate success of our pictures.

Have we that enthusiasm? If we have not, we must cultivate it; and if it can not be cultivated, better leave the work, and not spoil canvas and mingle colors that have no harmony with each other. We are working on souls for canvas that responds to or shrinks from our touch, and each day ought to see our interest produce a like interest.

Try it, and less often, I think, shall we hear the complaint "my school is so dull!" A live teacher, glowing with love of his work, and showing that love, will create a curiosity and an enthusiasm among pu-

pils that will make them love learning for learning's sake. Do not be discouraged, but remember that all great work is slow, and that each little touch must be followed by many more before the picture can be completed.

Niantic, Ill., Feb., 1871.

COMPOSITION-WRITING.

BY J. N. HOLLOWAY.

THE writing of compositions is one of the most important exercises for pupils. It brings into action all the powers of the mind at once and for a common purpose. The pupil ransacks his storehouse of information, and judiciously selects and applies his knowledge. It stimulates investigation, cultivates independent thinking, and improves the taste in selecting ideas and expressions. Besides all this, it is spelling, grammar, rhetoric, and logic, *practically applied*.

Composition-writing should begin as soon as a child learns to write, and be continued as long as it goes to school. In this day of letter-writing, newspapers, magazines, and books, the art of putting our thoughts on paper correctly and in the most pleasing and forcible style is invaluable. Every one knows how much of his success Dr. Franklin attributed to this one accomplishment.

A teacher is to teach his pupils how to write compositions. The practice of having them write essays without giving them assistance and instruction is not the best. There is nothing in which they stand so much in need of a teacher as in this work. They do not know how to begin, how to proceed, how to investigate, or how to arrange what few thoughts they can collect. Every one knows how composition-writing is usually dreaded by pupils, and how dry and worthless the productions of pupils generally are. The fault, to a great extent, I believe, is in the instructor.

In this work, as in all others, a teacher should have a *how*. Here is mine, which *I* have found successful. With small children the writing of easy sentences about familiar objects should first be practiced. The exercises should be gradually enlarged, the formation of more complex sentences encouraged, and the treatise on each subject given a wider range. Occasionally they should be required to give in writing the substance of their reading-lessons in their own language, from memory.

With older pupils it is better to pursue another plan. I select a fa-

miliar subject—as knife, pen, or cat—as a theme for a kind of oral exercise. My first aim is to get their attention fixed on the subject and their interest in it awakened. To do this, I usually remark on something peculiar about it, or tell a story about it. I then state points for them to look up by the next day, and if they do not likely know where to search, I inform them. The next day I call out from the class all that I told them the day before, and then call for information on the points previously stated. Most generally several are ready and eager to answer. I first ask some one of these to state all he knows about the matter in question. When he has finished, I ask for corrections and further information, and if they have any, they so signify by raising their hands. Some one of those whose hands are raised is called upon to make his statements. In this way each point is reviewed.

I next proceed to other considerations of the subject by the Socratic method, leading the class with me by questions and answers. Certain inquiries are designedly made which I know they can not answer, and these are left over for investigation. Whenever I can throw in a timely anecdote, I always do it. In this way we proceed from day to day, until the subject is pretty thoroughly understood by each pupil.

Arrangement is the next thing to be considered. The general divisions are first made and written on the board, and then the subdivisions with their respective groups of thoughts. It is important that the teacher so conduct his instructions that each pupil will see the reason and propriety of every step in the arrangement before the step is taken.

The pupils are now required to put on paper the thoughts connected with the subject, according to the arrangement proposed. They now have the warp and the woof with which to weave a connected discourse. I caution them to be careful about their spelling, punctuation, use of capital letters, and grammar, and urge them to select with care their words and expressions.

In a week or two I call for the compositions. I then carefully overlook them, marking the misspelled words and errors in grammar, and in some places suggesting better words and expressions. I at times call the attention of the class to some of the errors and have the pupils correct them. On returning the compositions, I require them to be re-written neatly and correctly.

The above plan is some times varied. After having considered a subject, I leave each one to make his own arrangement; and at other times I permit them to take a subject of their own choosing and prepare a paper without any assistance.

GRAMMATICAL QUERIES.

BY DR. SAMUEL WILLARD.

Q. WHEREIN.—“The cities wherein he had done”, etc. What is the part of speech and office of *wherein*?

Answer. An adverb, of course: first, because the writers of grammars call all words adverbs that they can not otherwise dispose of, so that this ‘part of speech’ is the general ragbag of all gatherings; and second, because it fills the place of an adverbial phrase, being equivalent to *in which*, and modifying in this instance the verb *had done*, as an adverb of place would do. Is it asked wherein it is different from *where*? In this particular instance it is exactly equivalent to *where*: but it is not always equivalent to *where*, as will be seen in my use of it in the preceding question, where it does not relate to place, but to other circumstance.

Let us notice that there is in the English language, and in all others that I know any thing of, a class of words which are really pronouns, derived from the same roots as some recognized pronouns, but not called pronouns because of the limitation of the use of them, while the words recognized as pronouns are general in their reference. Hence I distinguish them as Pronouns of Limited Reference (abbreviated P.L.R.), in distinction from the ordinary Pronouns of General Reference (P.G.R.). Take the pronominal words beginning with *th*, including also the definite article: we have of general reference or application *the, they, their, them, this, these, that, those*; but we have of limited reference *that*, when used to introduce a clause; *than*, to introduce a term of comparison, and just as really an inceptive substitute (to use Wells’s well-chosen term) as *that* is such; *then*, used of time only, or illatively by metaphor; *there* and *thence*, used of place only, or illatively; *thither*, used of place only; and *thus*, used of manner only. So among relatives we have

P.G.R. *Who, which, what, that, whose, whom.*

P.L.R. *When, where, whence, why, whether, whither, as, how, and some times that.*

It happens that among all these disguised and disowned pronouns (and I think the list will be complete when I add *so* and *here*) the only ones that have so plainly retained a substantive nature that we use a preposition with them are *where, whence, and there*, P.L.R. relating to place. Hence we say *whereto, wherein, etc.*, and *thereto, therein*,

thereby; even some rare forms, as *thereunder*, which I have noted in Smiles's *Life of Stephenson*, and in one of Lincoln's state papers; I think, in his letter to J. C. Conkling. *Whereto* is as truly a pronoun and preposition as if written separately, *where to* or *to where*. Indeed, we often find *where to*, with words between the P.L.R. and the preposition, as in the last sentence of that powerful book, *Ginx's Baby*; "where has Ginx's baby gone to?" This is quite common, and undeniably good idiomatic English. Byron uses *into whence* and *to whence*; and *from whence* is quite common, and good English, E. S. Gould to the contrary notwithstanding.

And do we not make some of these words refer back to definite antecedents? "I'll tell you the place where, the time when, the way how, and the reason why it was done." Here *where*, *when*, *how* and *why* are relative P.L.R., having for their antecedents severally the preceding nouns. Gould Brown is obliged to recognize both points that I make, that these adverbs are pronouns, as he says, 'a sort of special relatives', and that the use of them to refer to nouns is only some times to be considered ungrammatical: but, as he does not distinguish between what is really ungrammatical and what is only inelegant, we may say that such use is not ungrammatical, though often inelegant. See GOULD BROWN, *Gram. of Gram.* p. 423 of 5th Edit., Obs. 6, 7, 8, on 'Classes of Adverbs'.

But enough for the present. Let one who wishes really to study and understand English look at these words as Pronouns of Limited Reference, and search out their peculiar and special uses, and he will be rewarded for his work by a better insight into the structure of the language.

CLASSICAL STUDY.

LATIN and Greek are apt to be undervalued, in popular estimation, because we make so little direct use of them, either in reading, writing, or speaking, and especially because they concern so little our material interest. If direct utility or material gain always determined the worth of a study, the classics would hardly be entitled to our consideration, except for purely literary and professional purposes.

To the literary student or professor of languages, who studies and teaches language as a science, the classics are of immediate value. In the legal profession some direct use is made of Latin. In the min-

isterial calling a necessity occurs for the study of Greek. In science both Latin and Greek are a help to the memory, if nothing more; for scientific terms come almost wholly from these ancient tongues. If a person were to travel in some parts of Europe, as in Scandinavia and among the Slavonic people, he might even now employ his Latin in oral intercourse.

Thus it may appear that the classics are neither dead nor wholly out of date; that they have still some direct uses; that they are even at present, to some extent, both written and spoken. These advantages, however, do not reach the ordinary scholar, who may never tread with frozen feet the snows of Lapland; who may never be a lawyer, nor a physician, nor a teacher, nor a preacher, nor a learned professor. To him the classics are valuable only for their indirect benefits, which, indeed, outweigh their direct uses, and rank them among and even above those studies esteemed the most practical.

It remains briefly to vindicate the importance of classical study, not only as a branch of professional, or university, or collegiate education, but in the course of academic instruction. The Academy, or Classical Institute, stands between the Common School and the University or College. This is our position. We advocate no extreme view, which would place the classics with or back of the primary English studies. Following the primary stage of education they may be introduced with profit. First, as a means of discipline no study can be considered of equal, still less of superior, value to that of the classics. Education is a process of mental training. It is not what we put into the mind that educates, but what we get out of it. The word means a leading or drawing out of the mind, getting it to act, to attend, to observe and think, to reason, to judge, to feel. The worth of a boy's schooling is not his knowledge, but his ability to gain knowledge; not the ideas and facts drummed into him, but the habits of thought and attention into which he is drilled. In this consists the great value of classical study, that it gives to the mind the most vigorous, varied and useful discipline; setting to work every faculty, and reason and imagination, perception and memory, and calling into play just that kind and method of thought that are required in practical life. Though the school-boy should never talk a word of Latin, though he should forget all he has read of Greek, yet the discipline they give abide with him, and he shall be called to use his mind every day just as he was taught to do while studying and reading and writing his classics.

Some acquaintance with the classics is necessary in the study of language. Language is the vehicle, and in great measure the condition,

of thought. The study of language facilitates the proper use of it; and every rational being, who has any thing more than a primary education, should have some intelligent conception of the laws and forms of human speech. These can not be studied so well in living tongues, which are imperfect and changing, as in fixed and finished models of the past. Latin and Greek are the most perfect standards that man has ever produced. They have a precision and regularity and completeness not to be found in English or any other modern language. In Latin we learn the laws of grammar and the principles of etymology; in Greek we become acquainted with a rich and copious vocabulary, and enter upon the study of words. Much time will be saved in acquiring a knowledge of language by consulting the classic models.

Again, classical study is the best help to a knowledge of English. Every teacher knows how difficult it is to teach the art of English Composition with any thing like satisfactory results. Translating Latin and Greek makes it a daily practice to select ends and form sentences. By this means a familiarity is gained with our mother tongue, not to be acquired by an occasional composition, or frequent perusal of good English authors. Moreover, English is based, to a very great extent, on Greek and Latin; and we learn English in these even more, as Marsh allows, than in the study of Anglo-Saxon, from which our language immediately sprung, and the study of which is almost essential to the English scholar.

Finally, for the subordinate aims of education, such as the acquisition of knowledge, the cultivation of taste, the harmonious development of all the faculties, a breadth of thought, and wealth of culture, no study can supersede that of the classics. This age of universities is against all one-idea systems of education. No controversy will now be waged as between Language and Mathematics and Science. All are needful, and neither can take the place of others. Mathematics have their direct uses, the far-seeing, almost infinite, application of a few simple rules and principles. The discipline is mechanical and the general knowledge nothing. Science has, also, manifold uses in all pertaining to the material advancement of the race, and in much relating to the moral progress of mankind. It opens, too, a wide field of knowledge and culture. But its discipline is not so perfect and varied as that of language, while the range of its knowledge is not so high nor essential. "Words are fossil thoughts," says Robertson. Science acquaints us with man. If one reveals the physical history of the globe, the other presents the records of human history. The for-

mer makes known to us the world of matter, the latter displays to us the world of mind.

A skillful teacher, who follows natural methods, will find no study so abundantly profitable as the Classics. They furnish constant opportunity for weaving in all manner of useful knowledge. They hold up to the present the mirror of the past. They bring us into contact with the most valuable works of antiquity. They recall to us in varied forms the daily experiences of life, and impart to us that which is the most useful and practical of all knowledge—a knowledge of human nature.

Marsh, in his lectures on the English language, thus speaks of Latin as a study: "Latin grammar has become a general standard, wherewith to compare that of all other languages; the medium through which all nations of Christendom have become acquainted with the structures and philosophy of their own and technical grammar: the mechanical combination of language can be no where else so advantageously studied." He says of Greek: "So far from dissuading from the study of Greek as a branch of general education, I do but echo the universal opinion of all persons competent to pronounce on the subject, in expressing my own conviction that the language and literature of ancient Greece constitute the most efficient instrument of mental training ever enjoyed by man; and that a familiarity with that wonderful speech, its poetry, its philosophy, its eloquence, and the history it embalms, is incomparably the most valuable of intellectual possessions; and while the Latin trains us to be good grammarians, the Greek elevates us to the highest dignity of manhood, by making us acute and powerful thinkers."

P I N K S.

BY E. R. CUTTER.

THE Pink was brought into notice about A.D. 1510, from Italy or Germany, and does not seem to have made as much progress in the way of improvement as some of our other flowers. The different varieties of Pinks are the China and Japan, annuals; the Carnation, Picotee, the old English garden Pink, and the old standard Pheasant-Eye, so much used for borders, perennials.

The annuals are really beautiful, being large, high colored, and many

of them very fragrant. No garden is complete without them, as they are indispensable for show or bouquet-making. They are very easily grown from seeds sown in early spring. Do not allow the plants to stand too thick, but thin out and transplant.

Many people suppose that Carnation and Picotee are two different kinds of Pinks: they are exactly alike in habit, the only difference being that the stripes in the Carnation are from the centre outward, while the Picotee is fringed. Florists make five classes of Carnation, as Bizarre and Flake; while Picotees are divided into seven classes, as Red dark-edged, Red light-edged.

Carnations for the house should be raised from seed sown early in spring, or from cuttings struck at the same time and bedded out till fall, taking care to cut off all the flower-stalks till September, when they may be potted, and, after becoming well established, removed to the house, where they must be kept in the light, cool, and rather dry; and now when the flower-stalks appear, fasten them to small neat stakes, and when the buds are about to burst, tie a flat soft string around them, or, what is better, slip on a small elastic band to support the leaves and preserve the symmetry of the flower.

The Pheasant-Eye Pink is very easily propagated by dividing the old roots. A root a foot in diameter will make from twenty to fifty good roots. Set out in a well-prepared bed, in rows about two feet apart by fifteen inches in the row, taking care to have the root go down into the soil, and press firmly, leaving the top just even with the ground. Have grown thousands of them in this way so that they would average a foot in diameter the first year.

Washington School, Chicago, March, 1871.

"A BILL OF RIGHTS."

UNDER our system of public instruction, the educational interests of the child are intrusted, for the most part, to school officers and the teachers whom they employ. The duty of the former is to provide the necessary school accommodations and to appoint the teachers; the duty of the latter is to educate. Both of these parties, in their respective spheres, not unfrequently ignore certain rights of the child, which 'they are bound to respect'—rights, moreover, that should be advocated, because the child is powerless to assert and maintain them for himself:

"Which the same I rise to explain."

1. The child is entitled to as good school accommodations as the resources of his community warrant. There is great educating force in chaste, tasteful, convenient surroundings. Their silent presence appeals insensibly to the better nature, and awakens appreciation and love of the good and the beautiful. Good school-houses, well furnished, will not of themselves insure good schools, but have far more to do with the matter than is usually supposed. To pupils coming from homes destitute of refinement and intelligence, they constantly suggest the possibilities of improvement, and thus not only exert a reflex influence upon those homes themselves, but awaken and stimulate tastes that will lead to higher aims and nobler purposes for the future; while to pupils coming from homes abounding in 'whatever is lovely and of good report' (and such there are in all the range from poverty to affluence), they offer a welcome resort, neither repulsive nor unattractive. To the teacher they are valuable auxiliaries in securing law, order, and obedience. A good teacher can make a good school in a hovel; and a poor teacher may fail in one of our modern 'school palaces'. But neither can so nearly fulfill his higher possibilities in the former as in the latter.

Little needs be said to encourage in the cities and larger towns a more generous outlay for school buildings. The danger is that the outlay will be so great as to hamper the community with a big load of debt and a bigger load of grumbles, and produce a public sentiment that will dole out but a niggardly allowance for the purchase of the necessary apparatus and the hiring of competent teachers. But in the villages and rural districts, the school-house is too often what Dame Partington would call a 'burlaps', even on a barn; surely, if it were not for the windows, it would puzzle a Philadelphia lawyer to tell for what other use such were designed. Without, dingy, dilapidated, weather-beaten old hulks; within, gloomy, unventilated, ill-furnished, abounding in 'jack-knife literature' on desk, casing, and wainscot; located on the highway, uninclosed, with nothing to break the bleakness of winter or furnish grateful shade from the glaring heat of summer. This is a faint picture of some of the school-houses in which I, and many others, have both *attended* and *kept* school. Yet in these same districts the majority of the people had more economical facilities for fattening their cattle than for educating their children. They could see that true economy demanded (for their stock) a good shelter, as well as good and abundant food; but they could not see the returning interest the future would bring to their children, and through their children to them, by surrounding school life with whatever tends to refine and elevate.

2. The child is entitled to the best teacher that can be obtained with the means at the disposal of the school-board. This implies that the teacher shall be selected with sole reference to fitness for the work. Yet how seldom is this the controlling principle! Some times the position is awarded to the 'lowest bidder', some times to a relative of a director, some times to an unfortunate because of his misfortune, some times to one who seeks it as a stepping-stone to what is deemed more lucrative or more honorable. Instances are not rare of men who aspired to the office of school-inspector with no other motive than that they might secure the appointment of some relative as teacher; and of those, also, who have sought that office for the sake of the influence it might enable them to wield in the field of demagoguery.

Teaching is too much of an asylum for ex-preachers, ex-doctors, ex-lawyers, who have not the requisite 'brains' to succeed in those vocations, but find ample scope for their imbecility in this. Such evils as these are best remedied by striking at their source. They originate, in a great measure, from the 'District System', from the facility with which almost any dolt can get a license to teach, and from inefficient supervision. The remedy is to adopt the 'Township System', which demands so few school-officers that better men would be chosen and nepotism cut off, and to admit no one to eligibility as County Superintendent who does not hold a State Certificate, or some other official evidence of fitness for that very responsible office. With these safeguards thrown around the license and employment of teachers, most of the unworthy aspirants would be excluded. Examinations conducted by such County Superintendents would be something more than a pretense. The requirements of the law are broad: let them be exacted to the full. As it is, what positive injuries are wrought, what mighty possibilities for good are utterly extinguished, by the rude bores and fretting imbeciles that too frequently usurp the province of one whose duty and privilege should be to develop true manhood. Think of it, you who hold in your hands the power of deciding to whom such grave interests shall be committed: think of it, lest you make the egregious mistake of placing children in the keeping of those who will crush out all manliness of spirit and produce distorted growth of mind and soul, in stead of intrusting them to those who appreciate the magnitude of the responsibility, and are capable of developing every possibility of good.

As far as possible, those who have had special training for the work should be employed. It is true that many of our best teachers never received any professional training—they never had the opportunity:

it is true, also, that experience alone will impart many essential elements of success; but it is likewise true that those who *have* received special preparation are far less liable to commit sad blunders in their earlier experience than those who have not, and that, other things being equal, the former will develop a given degree of efficiency in much less time than the latter. A celebrated oculist, when complimented on his eminent skill in his specialty, admitted the justness of the compliment, but added that 'he had spoiled a hat-full of eyes in attaining the skill'. Is not the wisdom that comes from experience alone too often obtained at a terrible expense to those experimented upon?

3. The child is entitled to the teacher's *best efforts*. Nothing can justify a half-hearted zeal, when the interests at stake are so great. School work should be subordinate to nothing else.

Best efforts demand health of body and vigor of mind, which can only result from taking food, exercise, and rest, at proper times and in proper proportion. Unwholesome food, lack of exercise and sleep, are the principal causes of the irritability that is so fruitful of discord in the school-room. Miss A. goes to a party, a sociable, and a place of amusement, in the space of a week; Miss B. entertains her 'expected' seven nights in a week, throwing in Sunday to make the measure good; each finds school duties irksome, but does not account for the fact as I would.

Best efforts demand special preparation for each day's work. The lack of this preparation forbids enthusiasm, freshness and originality of illustration, magnetism, on the part of the teacher, and begets listlessness, uneasiness, mischief, on the part of the pupil; from whence arise the need of harsh discipline in order to secure either order or industry, and, in the end, a sad want of mutual respect and confidence.

Best efforts demand a spirit of research and investigation, and an ardent desire for broader, deeper culture. The true teacher lives, progresses, not merely exists.

Best efforts demand careful study of emotions, passions, and mental activities, in order that proper work may be fitly presented, and proper motives applied to induce its accomplishment.

The teacher, in fine, must supply not only *opportunity*, but also *inspiration*. And it is not the fear of penalties that inspires the student, but zeal for knowledge and its accompanying power for good.

4. The child is entitled to considerate treatment by his teacher. A disregard of this principle engenders much bitterness, and the ways of disregarding it are too numerous to mention. Here are samples: Miss A., by open partiality to one or two special pets, makes enemies of their

fellows; Miss B., in the hearing of her whole class or division, excuses a stupid recitation by telling you that "it is the stupidest class she ever saw"; Miss C., in loud tones, informs you that "John is the smartest, prettiest boy she has", or that "Sam is the worst boy she ever knew, and is going to the bad with fearful velocity"; Miss D. takes away a boy's knife, and keeps it a month, if not for good, as if his 'vested rights' to his knife were not as sacred as hers to her watch and gewgaws; Miss E. inflicts severe castigation with tongue or rod in open school, forgetting the heart-strings that are put all out of tune by witnessing the cruel necessity. Not to continue the list, I would urge the right of the pupil to be exempt from hearing either the fulsome adulation or bitter criticism of his fellows, and from witnessing discipline in any of its harsher forms his right to the possession of his property when he leaves the school-house; his right to forbearance, 'until forbearance ceases to be a virtue'.

It is claimed, then, that the child is entitled to as good school accommodations as his community can afford, to the best teacher that can be obtained with the means at command, to that teacher's best efforts, and to considerate treatment as a rational being:

"Which the same I am free to maintain."

H.

HOME, SCHOOL, AND CHURCH.

BY JAMES H. BLODGETT.

THE Chicago Evening Journal has recently added a special column entitled *Home, School, and Church*. We are too often apt to forget the true relations of social organizations, and to look to some agency where our professional work fixes our attention most, as embodying that of most vital importance; but our schools and our churches owe their power to the homes whose combined power they are able to unite or to stimulate to better action. The homes do not put their children under the influence of school till some years have passed; and even then, if the children are likely to come under the care of one who would teach in the school what is not acceptable to the home, the school changes to the demands of home, while the change wrought by school upon home may be elevating, ennobling, and strengthening, but only when home consents to be influenced. To great degree the church can influence only to an allowed extent the home; and when school or church teaches

that which is distasteful to home, teacher or minister, *not* parent, must give way for one whose views and principles are more accordant with the opinions of home. Church and school and home may combine their forces to produce the highest development of individual power and social efficiency, but the family may educate in ordinary learning where school can not reach the child; home can instill sound morality when the church is dead in formalities and corruptions. War, civil commotion, obscurity of life, may put the power of school or of church essentially at an end for long periods; but, except in the sudden danger that some times disintegrates all society and makes fathers and mothers and children but so many scattering fugitive wanderers, the family holds to the last some sort of direct power over the young. As we come back to well-ordered, peaceful society, we must gather the power of families and homes to make schools of sound culture and churches of pure morality, or church, school and home may sink together.

Glancing, for a moment, away from the great moral considerations involved to those deemed the special work of the schools, experience leads me more and more to charge bad English to home rather than school. The child who says in all early years 'done' for 'did' may learn Greene or Brown's Grammar of Grammars by heart, and be inaccurate in spite of daily and hourly correction by teachers who had no influence with him till habits were formed.

The New-York Nation makes a strong point in a regretful criticism upon some errors and mistakes in the writings of an earnest man, saying: "This mistake could hardly have been made by one who in his boyhood had been introduced into the paradise of the dainty delights of learning through the gate, in stead of climbing over the wall after he was grown up."

LACK OF PREPARATION A CAUSE OF FAILURE IN TEACHING.

MR. EDITOR: You asked me to give you my opinion as to some of the causes of failure and success in teaching. Perhaps I can in no way do this better than by giving a brief account of the experiences of some of my pupils who, since they were under my care, have entered upon the work of school-keeping. When I received your request, the first one that came to my remembrance was a pupil in the very first school I ever taught. She was a girl of about fifteen years of age,

whom I considered more than ordinarily quick, bright and intelligent, and who always stood first in her classes, and gave great promise of success in whatever she should undertake. When I heard that she intended to teach the next winter, I felt a thrill of pride that she had been my pupil, for I had taken an extreme interest in her welfare.

Well, she took the school, a country school some four miles from the village in which she lived; and some of the incidents connected with it she has given me, and with her consent I reproduce them here. She appeared before her scholars—there were about thirty of them—the first morning with a determination, as she said, ‘to make them mind’, expecting opposition and, consequently, intending to be prepared for it. To this end she had armed herself with a long, heavy, thick ferule, which she significantly exhibited on her desk at the opening of school. She had never attended a teachers’ institute, never had taken or read an educational magazine, had no ideas of governing by moral power, but by sheer force of will endeavored to get the mastery of her school. She had, however, some fine-spun theories of her own about the responsibility of the teacher for the morals and manners of her scholars, and the best methods of securing a high tone for both. Of course, she considered fighting a very bad thing and politeness and order very good things; hence, to prevent the one and encourage the other, she proceeded, immediately after the opening exercises (which consisted in reading the Bible and prayer), to lay down a definite code of rules, of which the following are a specimen:

“The boys are forbidden to wrestle at all, anywhere about the school grounds, at any time.”

“Every boy and girl, upon going home at noon or at night, must bow to the teacher and say ‘good morning’ or ‘good afternoon’.”

“All whispering is strictly forbidden.”

“All chewing of gum is absolutely prohibited.”

It is needless to say that in a very short space of time scholars who had naturally no more of total depravity than the majority of children of from eight to seventeen years of age, being constantly acted upon by the two-fold pressure of being forbidden to do things that their nature inclined to and of being commanded to do things that were in no wise agreeable to them, took a positive delight in trying to torment and annoy the slight girl who they knew had not the physical power to enforce her requirements. Scenes of confusion and disobedience were of very frequent occurrence. At one time, in the desperation of her anger, she flew at a boy of about thirteen years of age with her ruler and indiscriminately dealt out her blows about his head, arms and

shoulders, till she remembered that 'discretion is the better part of valor', as the boy had a *big brother* in school. At another time she sent for one of the trustees who lived about a mile away; but, as the man did not appear, inquiries developed the fact that the boy who had been dispatched on this errand of justice did not go, but had skulked off home in stead. How she lived through these long winter months she never knew, with the dislike of the scholars, the disappointment of the district and her own consciousness of failure pressing upon her. As her boarding-place was near the school-house, she used frequently in the twilight to go into it and there, kneeling in the still room—so different from the noise and confusion of the day—among the ghostly benches, with the fading light falling upon her, she would *pray*. For what? For common sense to guide her in the management of her school? for wisdom enough to lead her to ask advice of some older and wiser teacher? for direction to subscribe for some educational journal? for grace to give up an enterprise in which she was exhausting her energies to no purpose and swindling the public out of its money? Not she: her pride was too great to allow her to confess to any one that she did not know enough to teach; and her knowledge of human nature so small that she, poor child, did not know why or how she failed. And so, with a positive consciousness that she was not succeeding, and a vague notion of the cause, she prayed in the gathering darkness that God would some how bring it about that the poor success in this school might not prevent her from doing well hereafter: in short, she prayed that she might, notwithstanding her present troubles, achieve a good reputation as a teacher! But to all human probability such an event seemed utterly impossible. She has since then frequently spoken to me of the complete absurdity of those prayers, when what she needed was a few more years, a better knowledge of human nature, some training in the science of teaching, and an earnest love for the work. But who shall say that 'Our Father', in his infinite love, did not hear that prayer from a heart 'grasping blindly above it for light', and guide its owner into the path of success which she has since found, and which will constitute the subject of my next letter?

Rockford, Ill., March 11, 1871.

MARY ASHMUN.

WISE and good men are, in my opinion, the strength of a state; much more so than riches or arms, which, under the management of ignorance and wickedness, often draw on destruction, in stead of providing for the safety of the people.

DR. FRANKLIN.

C O U R A G E . *

FEW persons at the present time will deny the arduous and responsible nature of the teacher's office—but few, for there are some still to be met with who hold quite the opposite view. Perhaps we should venerate these; for surely they belong to some past age rather than this reading, thinking, well-informed, public-school age of ours. We should, at least, accept them as in some wise, though inscrutable, way intended for the general good. Like the boulders we find scattered here and there over our prairies, they serve, if nothing else, the useful end of reminding us of cheerless, primitive days, and of making us thankful that those days are past. Men of this class are often quite lavish in their support of doubtful institutions—even of institutions positively demoralizing and ruinous, but are shocked at the enormous expense of public education,—especially at that part of this expense that furnishes the large salaries of those easy-lived, holiday creatures, the teachers. Their purses are plethoric with the life-blood of the former, but in sad collapse when reluctantly drawn to pay the tax for the latter. For so light labors as the teacher performs—only forty weeks in the year, five days in the week, and but six hours per day (they are careful to state the case with great particularity)—an annual compensation of a few hundred dollars seems a bountiful return, and, however grudgingly given, argues only generosity in the givers.

But enough of this class of men. They are too few and of too little influence to be formidable, and are fast becoming fewer and of less power for evil. They should hardly have been mentioned at all. Indeed, their highest claim to be mentioned is the well-earned one, to be despised.

The great majority of people readily admit, what we all so fully realize, that the teacher's calling is a perplexing, laborious, and some times—though less often than many of us think—a thankless one; that his life-path, if not strewn, is at least bordered, with thorns, which at short intervals are found intertwined over it, preventing further progress till he has first gently separated them with careful hand or bravely pushed his way through, regardless of the wounds he may receive.

In view of these facts touching the teacher's life, so well understood by us who are taught by experience and so generally appreciated by the uninitiated, there seems to be one quality of the human soul that deserves in a higher degree than any other the attention and culture of all who would worthily fill the positions of teachers of youth. This quality is Courage.

Some one will say—What a strange topic for an address to teachers. Courage is a war term, suggestive of the battle, of carnage, of death, and so on down the whole alphabet of woes. Ours is an eminently peaceful calling. What need have teachers of courage? Let teachers cultivate a spirit of kindness, of love, above all, of patience and prudence, and leave courage to those who follow more hazardous callings.

Are love and courage strangers? Do they never dwell in the same soul? When one enters must the other depart? Have they not, rather, ever held joint rule in

*An Address, delivered at the meeting of the Illinois State Teachers' Association at Decatur, December, 1870, by THOMAS H. CLARK, of Ottawa, President of the Association.

the hearts of the noblest and best? Have they not been coworkers in perfecting the brightest characters of history? Was Florence Nightingale a stranger to either? Did not Howard, who was all love to the children of misfortune, dare a foe more deadly than any army with banners? Was Paul wanting in love, or his Divine Master in the sublimest heroism?

But the teacher should be patient, while courage often implies impetuosity.

Impetuosity is oftener found with boldness or rashness. Patience is one of the chief characteristics of true courage. Hannibal, the greatest general of his time, was no less noted for the one than for the other. Washington was largely possessed of both these qualities wisely combined. It is only when patience has ceased to be a virtue that it is no longer to be found united with courage in the hearts of the bravest.

Well, admitting that kindness, or love, which is but the blossoming and fruitage of kindness, may coëxist with courage; granting that patience and courage are not necessarily strangers, but are found dwelling together in the same heart and animating the same spirit; prudence, surely, is in some degree in conflict with courage, yet prudence is indispensable to the teacher's success. He should be so prudent in what he says; so prudent in what he does; so careful not to offend Mr. A; so careful not to fail to keep on friendly terms with Mr. B, or to effect a reconciliation with Mr. C.

No one will deny that prudence is a very good thing; yet, like many other excellent things, it is much better when combined with something else. Prudence unalloyed is often only a tenderer name for pusillanimity. The coward who deserts just before the battle is prudent. Foreseeing danger near, he excuses himself from participating in it. He is not prudent in respect to reputation, to be sure, but eminently so in respect to what he values far more highly—his precious life, which he is anxious to preserve for future and less hazardous usefulness. The young lady whose nearest and dearest friend is dying without care of a fearful disease, yet who fails to repair to and minister unto her in her sad extremity, is prudent. She knows the character of the disease, and fears it may prove fatal to herself also, or at least may leave her less attractive than before. If, however, prudence be united with courage and a just sense of duty, she first takes every wise precaution against attack, then hastens to the dying pillow and proves herself the true-hearted woman. Thus prudence of itself is nothing less than cowardice. Only in connection with courage and forming a part of it is it entitled to commendation and deserving of culture. In fact, there is no true courage without prudence. It is an element of courage as nitrogen is an element of air. Withdraw the nitrogen, and what remains is not air. Take away prudence, and courage is not left, but boldness, daring, rashness—qualities not commendable, rarely excusable. Cultivating prudence by itself is breathing air after the oxygen has been extracted. The result is hardly less fatal in the one case than in the other. One extinguishes life; the other, manliness. The cultivation and practice of courage, then, involves the proper culture and practice of prudence.

Let us question for a moment the word 'courage'. Many of these little words of ours are excellent teachers. They instruct by the best methods. Their value is not in what they tell us, but in what they suggest and guide us to a knowledge of, by awakening our curiosity and inciting to investigation and research. Courage comes from the Latin 'cor' through the French 'cœur', both meaning 'heart'. Is

there no significance in this? The heart has ever been held as the treasury of man's goodness. From it are paid out the pence of charity and the pounds of bounty. It is the seat of the social and moral no less than the animal life. It is the fountain whence flow the numberless streams that course through and fertilize and beautify the otherwise bare and flowerless plain of human life. Why, then, should courage, rather than some other one of the affections having their birth in the heart, have received this name? Is it not that in itself it combines many of the best of the others and is immeasurably fairer and nobler than any one of them? Fruitage signifies fruit collectively. Courage, similarly formed, signifies the collective qualities of the heart. The heart honored herself in giving her own name to that one of her children in whom most of her own noble qualities were found. Prudence may be but foresight, implying only additionally the shunning of evils of which foresight forewarns. Perseverance is but persistence, whether in good or evil. Kindness, love, charity, generosity, are but qualities of the heart, streams from the fountain, while courage, as its name proclaims, is the fountain itself. Courage is the heart. The oneness of these terms is recognized in the expressions "Be of good heart", "Take heart", etc.

"Be of good heart", or courage, is a text having great significance to teachers. No class needs more that unfaltering courage that springs from a sense of duty—somewhat of that God-given heroism that has inspired martyrs to every creed in all times. There are too many cowards in our ranks; too many who think peace and quiet the highest good, to be secured even at the sacrifice of right and principle. A quiet, peaceful life is a pardonable—it may be, a commendable—object of desire. The teacher, quite as much as the minister, should be a man of peace, ever ready to bear and forbear up to the point where these qualities cease to be virtues. But, while patient, forbearing, and just to others, he should not treat lightly the duty he owes to himself, but should dare to resist encroachments on his rights and privileges, from whatever source, and whatever the consequences. In short, the teacher should have courage to follow the path of duty when it is made plain before him, no matter what influences may be brought to bear to turn him from it, consoling himself always with the reflection that the rugged and steeper the path, the more valuable the discipline acquired and the higher the moral plane to which he will rise. It is the cowardice with which teachers some times surrender their rights, the readiness, almost alacrity, with which they make an offering of principle to appease the anger of some arrogant, unreasoning parent, or ignorant school-director,—it is these, not unfrequently accompanied with undue zeal in paying court to wealth, position, or supposed influence, that, more than all things else, have tended to bring odium on their calling and rob it of the honor which is justly its due.

The teacher has a duty to perform, outside the school-room, to the community in which his lot is cast,—the duty of the citizen. In the performance of this duty he should be independent and fearless. Nothing in the nature of his office requires him to be silent on any subject of general interest and importance—politics, religion, woman's rights, or man's wrongs. It is to be hoped he will be neither the bitter, noisy partisan in politics nor the intolerant bigot in religion; that, while tenaciously clinging to his own beliefs and having courage to proclaim and enforce them, he will in the kindest spirit accord the same right to others. Nor will this course, while right in itself, prove impolitic. In taking it, he will lose the

friendship of those only whose friendship is not worth a sacrifice, while the loss will be abundantly made up in that increased good will and respect that a candid and fearless expression of sentiment rarely fails to secure. The teacher whose lips are sealed on all matters of difference or controversy, lest a struggling conviction may escape them and give offense to some one; who finds it convenient, on election-days, to refrain from exercising the freeman's right, from performing the freeman's duty, lest some one may make the discovery that he is a man and not a minion,—is a coward deserving only contempt; and after a time public sentiment with hearty unanimity will accord to him what he deserves.

Another duty often requiring courage is that toward a worthy fellow teacher struggling in the same cause, subject to the same annoyances and perplexities, weighed down with like responsibilities and cares. A quick sympathy is due him, some times active support and defense against all fault-finders, in whatever rank of society they may be found; and they are quite as frequently found in the higher as in the lower. A senseless popular clamor often comes near overwhelming some of the most faithful and deserving of our fraternity. A case of discipline may have called it forth, or any one of a hundred trifling causes may have set it in motion. Nor is it the less violent for being baseless. Such clamors, however, are always cowardly. They need be but firmly met to be routed and put to flight, overwhelming, in their headlong retreat, not the teacher, but some times prominent citizens who had been standing in the rear giving their moral support. In such circumstances, shame to the teacher who, through a base fear that he may prejudice his own interests, suffers a worthy fellow teacher to be unjustly assailed without engaging with all zeal and power in his defense. Impartial justice, aside from any considerations of brotherhood, demands this at his hands. He can not escape it with honor.

Equally is it the true teacher's duty to expose and dethrone, if possible, the educational impostor. Self-protection, respect for his profession, regard for the interests of youth, require this of him, and he should have courage to meet it. It is not in the educational field alone that impostors are found. No profession is free from them, not even the most sacred. The educational impostor, however, does more mischief than all the others. He is the prince of impostors. Others deceive only ignorant men and weak women. He deceives them and trusting children also, often gaining their hearts to the ruin of their intellects. With a very superficial knowledge of the branches he instructs in, and still less on all subjects beyond his immediate curriculum; of little reading and less reflection,—he yet has no lack of complacency, and, himself being judge, stands on the topmost round of his profession. The extent of his intimate, personal acquaintance with distinguished educators is wonderful. He always uses the term 'educator'. It is a longer word than 'teacher', and final 'or' is more sonorous than final 'er'. He talks frequently and familiarly about them; commends their merits; criticises their faults; and some times, with charming modesty, relates wherein some great educational light has broken upon his vision to which theirs had been unable to attain. Then, his devotion to the cause of education is the martyr's devotion to his faith. Every one on whom it is his interest to impress this idea knows his readiness, on the shortest notice, to lay down his precious life in the cause. Of course, so much excellence can not fail to bring its possessor reputation and appreciation. Hence, frequent and earnest invitations to more extended, honorable and lucrative fields

of labor are pressed upon him. Yet, from purest love of his dear pupils, and consideration for the community, which could ill sustain the loss, he resolutely declines, not only every inducement to better his own pecuniary circumstances—what might be expected of one so self-sacrificing,—but even every inducement to enter larger and more promising spheres of usefulness. This action may seem inconsistent with his professed devotion to education in general; yet, what matters it to him? Consistency is a jewel not laid up among the treasures of the educational impostor. It is only a few years since this personage was to be met with even in State Teachers' Associations. Even yet he may be found in County Institutes. You will have little difficulty in detecting him. On such a stage he is in his element. In certain kinds of tragicomedy he is unsurpassed. He does the most comical things with the utmost earnestness and gravity, and—what tends most to his success—he does not seem, but really is, entirely unconscious how funny and entertaining he makes himself. He is no believer in class drills, but manifests great fondness for discussion. When speech-making is in order, he is up oftenest, talks longest, and says least. His words have the fluency of oil—not always its illuminating power. He dresses up dwarfish ideas in the garments of giants, and parades them before his listeners, to their amusement, if not to their edification. In controversy his arguments are diminutive bullets propelled by a verbal power vastly disproportionate. Hence he commonly overshoots, to the delight of his adversaries, who sit quietly and admire his practice. Occasionally a shot is returned, but entire confidence in his harmlessness prevents its being aimed at a vital part. If, by dint of assurance and trickery, he succeeds in getting himself elected to some little office, he is careful to have it heralded in the county paper and, on all occasions suitable and otherwise, to impress on the minds of the good people of his neighborhood a due sense of the importance and honor of that office and of the high estimation in which its incumbent is held among educators. If on one topic his volubility is more delightful than on any other, it is on 'the progressive spirit of the age'. This is a favorite theme with him. He never wearies in descanting on it. He clearly regards himself as embodying no mean fraction of this magical spirit. He rehearses to us the achievements of steam and electricity; reminds us that travel is now performed with many times the rapidity of former years, and intelligence flies over lands and under oceans in a way undreamed of but a few short years ago. He therefore argues—great analogical reasoning powers being added to his other accomplishments—that, as these agencies have proved themselves possessed of unexpected power and utility, so must the human mind be found to possess capabilities equally beyond its present attainments. If the journey of weeks is now the journey of a less number of days; if news formerly requiring months to reach us is now served up with our breakfasts the next morning after its occurrence thousands of miles distant, surely the educating and disciplining of the mind, once demanding long years of labor, may be achieved in a relatively brief period. He is incapable of realizing that mind is a growth, slow, uniform, unchanging, from its nature, unless resort be had to hot-house expedients which bring premature ripeness and decay. In his view, the mind is a sort of machine requiring frequent improvements and aids of various kinds to promote its efficiency and keep it up with the times. These aids are of two sorts: marvelous text-books, surpassing nature in the naturalness with which subjects are presented, and more marvelous teachers, from the 'lightning calculator' on legs, and the worthy who

'does' French in twelve lessons, down to the most mischievous pretender of all, who, professing to impart a complete business education in three months, succeeds in imparting, in that short time, only 'what he himself knows about' business.

Having made the acquaintance of this amiable personage out of the school-room, pass within and note the difference between theory and practice; between words and works. Here empty Show vainly swells herself out to fill the place of Substance, and hideous Flattery disfigures the throne that should be graced by divine Faithfulness. The one thing persistently and thoroughly instilled into the minds of his pupils is a sense of the vast learning of their teacher and of their own extensive and varied acquirements. In stead of the pure gold of knowledge, his little followers receive only the sounding brass of self-conceit as the fruits of their labor. They come to anticipate their own prominence among men as so sure of realization, so absolutely inevitable, as to render quite unnecessary that patient, persevering toil to which common minds must submit themselves.

When the original of this sketch is found at the teacher's desk, it becomes the duty of those teachers having a due appreciation of their high office to expose him and, if possible, effect his banishment from the school-room. Courage is requisite to this duty. Let him who thinks otherwise try the experiment. He will be fortunate if he be not himself overwhelmed, for with the mass counterfeit acquirements pass quite as current as the genuine, and flattery falls more softly on the ear than truth, however kindly and honestly spoken.

The most important duties of the teacher, however, those of most sacred obligation and requiring in higher degree than all others the exhibition of the noble quality to which your attention has been called, are his duties to parents and pupils. If courage be given him to perform these faithfully, he can hardly fall short in the others. The teacher's duties to parents and to pupils are so closely connected, so intimately interwoven, as to seem inseparable in discussion as in practice. If the former be conscientiously met, there can be little dereliction in the latter, while unfaithfulness in the one is unfaithfulness in both.

Neither in government nor instruction should the teacher be the blind follower of public sentiment, but, in his proper sphere, should seek to mould and control it. In government he should be, at the same time, cheerful and firm, generous and just, never sacrificing principle to policy, though by no means ignoring the latter, nor discarding duty to pay court to popularity. When severe measures are necessary, as they some times are, to secure strict compliance with indispensable requirements, he should have courage to use them, no matter on whom or whose the merited chastisement may fall. A school is the most worthless of worthless things without government. When a warring spirit takes possession of a pupil, setting at defiance proper authority and marring the harmony of the school-room, it must in some way be made to depart out of him. If gentle words can win it forth, it is the part of duty as well as of wisdom to use them; but if all kindly agencies fail, as they some times, though rarely, do fail, it must be driven out. To suffer the pupil to remain in school with this spirit barring his own progress as well as that of his classmates and the school is to invite order to abdicate in favor of anarchy; while to expel him, that he may enter the street school, where idleness is the teacher and vice and crime the only branches taught, is to incur a moral responsibility one may well shudder to contemplate. Unpopular as may be the assertion, and harshly as it may grate on the oversensitive nerves of some modern reformers,

I yet hazard the conviction that there are times when no kindness is shown in sparing the rod.

Let us join our philanthropic friends in procuring ample accommodations, by means of truant schools and reform schools, for all our youth incorrigible by moral suasion as administered by ordinary mortals. Let us aid in securing legislation by which, with due guards against injustice, these youth may be transferred from the public schools to these reformatory institutions. Then, as the crowning act in this beneficent work, the act that shall place our names high among earth's benefactors for all time, let us allure from other callings, especially from editorial sanctums, enough of rare geniuses—not 'born to command', to be sure, but, far better, born to persuade,—to conduct these schools in obedience to enlightened principles of school-government—those principles which they themselves have so frequently and urgently advocated, but have lacked opportunities of putting into practice. Of course, no corporal punishment will be inflicted: there can be no need of it under teachers so gifted and enlightened. When all this shall have been brought about, then, indeed, will the Satanic rod be bound for a thousand years and a school millenium be ushered in. Till then, however, while our public schools are yet open to all youth not ripe for the jail or prison, however little they may lack of being so, one should hardly be stigmatized as inhuman for believing the time not yet come for safely dispensing with the rod. Talk as kindly, as gently, as persuasively as we may, we shall find a youth now and then with whom obedience largely depends on fear, and with whom tribulation is an indispensable prerequisite to mental amiability. Yet some are found in our profession, to say nothing of those out of it, who, zealous to establish a reputation for omnipotence as 'persuaders', vehemently declaim against corporal punishment in any emergency. It is brutal, they tell us, a barbarous relic of less enlightened times, in conflict with the spirit of the age. They seem to have drunk in so much of a poisonous quality of this spirit of the age as to have become unduly exhilarated from its effects. They will concede, perhaps, that Solomon was a wise man in his time, but not up to the standard of sapieney demanded by the spirit of the present age. Could Solomon be called back to earth and put in one scale, and an average moral-suasionist in the other, how quickly would the man of old-testament times kick the beam.

It is true that, years ago, and indeed in quite recent times, the rod has had too much to do in the control—I will not dignify it by calling it government—of the school-room. It has been too often the rod of punishment, even of vengeance—too rarely the rod of correction and love. Many of us can recall some school-master of our youth and the birch or hickory, his constant attendant during school-hours. How vivid the recollection of the stern visage of that august master. We remember, too, just how the rod looked—some of us, it may be, how it felt. It seemed a part of our worthy teacher no less than the arm that wielded it, or the foot, its ready auxiliary in cases of emergency. It was in fact the controlling power of the school-room, the master being little more than the machine for applying the power. Deprived of this sceptre of his authority, our beloved teacher would hardly have been recognized. From morning to night it was grasped in his hand, and woe to the unlucky urchin who chanced but for a moment to raise his eyes from his book, or changed his posture even a hair's breadth. For either of these unpardonable transgressions, down upon his devoted head came the inevitable rod. Of all the little ills of conduct to which child-life is inherently

subject, the rod was the ready and infallible panacea; and the practitioners in the art of using it were of the old school, allopathic to the core.

It is not surprising that public sentiment, when at length it had become alive to the abuses of this mode of punishment, passed quickly to the opposite extreme, and demanded its banishment from the school-room. Proneness to extremes is characteristic of popular feeling. *Vox populi, vox dei*, however flattering a sentiment to popular vanity, is yet not founded in truth. At the best, *vox populi* is but a pendulum vibrating between *vox dei* and *vox diaboli*, touching one extreme quiet as often as the other. Among teachers were some earnest and honest advocates of the new and radical reform. As it gained popularity, there were also many seemingly earnest but dishonest advocates, teachers who believed corporal punishment to be indispensable in some extreme cases; who had proved it effective when milder measures had failed; yet who stifled their own convictions, to avoid conflict with those of the self-constituted moulders of public sentiment in their own petty neighborhoods or cities. When informed of a case of corporal punishment, their response was in head-shaking and silence—a response interpreted by their informants, and intended to be interpreted by them, as an expression of thankfulness for their own freedom from any need to resort to this barbarous practice, mingled with pity for those of their fellow teachers lacking their genius for government, and thus unable, perhaps, to dispense with it. I once knew a teacher of this class. Many a time have I heard him declare, with an emphasis amply compensating any want of originality. “Never shall those twin relics of barbarism, the rod and the ferule, disgrace my school-room. I will rule by love alone, and will be enthroned in the affections of my pupils.” Rather a fine sentiment, truly, and, with the aid of our good, martyred president, quite well expressed. How did his practice conform to it? The ‘twin relics’ had no place in his school-room. So far practice coincided with proclamation. Yet, strange to say, many a little fellow whose affections were a part of that fanciful throne from which his teacher was to rule with so imperial yet beneficent sway passed sleepless nights, now and then, in vain efforts to fathom the depth of that love whose most impressive manifestation was in pinching his little arms black and blue. In theory, he denounced corporal punishment. It was popular to do so. In practice, however, his resort was to one of the most shameless sorts of physical torture. Was not this teacher the type of a class? Is not moral-suasionist—not always, to be sure, but often—only a softer name for moral coward? Does his practice conform to his theory in one instance of every ten? And is not the conflict between the two the unavoidable result of a cowardly acquiescence in an unhealthy popular sentiment? Believing that this mode of correction is some times indispensable, and that teachers should dare to resort to it in cases of urgent necessity, notwithstanding that exquisite sensibility in some quarters that would bury it under a mountain of odium, I yet quite as firmly believe that the practical administration of government in school will furnish hundreds of occasions for the exhibition of courage in refraining from corporal punishment to every one demanding courage to inflict it; and that scores of parents will be found, not only not opposed to having their children whipped, but even asking it, to every child to whom whipping would result in any thing but evil.

The teacher should have courage to make reparation for errors committed in the management of his pupils. Should he, at any time, under a misapprehension of facts, or from great provocation, be led to commit an act of injustice, he

should have courage to apologize for it to a pupil as readily and as humbly as he would require the pupil, were the case reversed, to apologize to himself. No cowardly fear of detracting from his own magisterial dignity or of lessening his pupils' confidence in their teacher's infallibility should keep him from the performance of this duty to himself no less than to the party aggrieved. It is human to err, is an adage as true as it is old. It was pressed from human experience centuries ago, and has ripened and mellowed with age. Teachers are but human—at least, those of the sterner sex,—and can be no exception, of course, to the rule. True, we are some times expected to be more than human, and some times accused of being less. Would that we had given more and better proofs of being the former than the latter. We may not avoid errors, therefore. It is above our nature. We may make amends for them, however, when committed, so far as it is possible for us to do so. This is all that is left us. If we lack the moral courage to perform this duty to even the least and humblest of the little ones intrusted to our care, we are unworthy of our high calling, and deserve all the contempt—silent, though it may be, yet none the less heartfelt—that so ignoble conduct is certain to bring upon us.

The teacher should also have courage to meet the charge of partiality. There is no subject that excites undue parental sensitiveness and jealousy to a greater degree than this. With many the instruction of their children may be indifferent or wretchedly bad, and no criticism be passed upon it. Punishment may be inflicted on them, in season and out of season—provided other pupils are punished for like offenses,—and be accepted as necessary and legitimate discipline. They are quick, however, to detect the least semblance of what they are pleased to term partiality. "All pupils should be treated alike," they tell, us with emphasis on every word. Why, pray, unless it be that their dispositions are alike? And will it not be time enough to look for likeness of disposition in the three score of a school-room, gathered from nearly as many families, after it shall have been met with in the small fraction of that number to be found in a single family? Why are we enjoined to treat all pupils alike, when parents know, if their knowledge is at all commensurate with their parental duties, their inability to treat any two of their own alike without doing violence to the nature of one or the other? Away, then, with this unwise injunction, begotten of ignorance, yet accepted by many as a maxim in school-government. To follow it would be but a cruel attempt at procrustean uniformity, an attempt that would prove futile, it is to be hoped, since there is not so great a surplus of individuality in the world that the schools need undertake the work of reducing it. Let us rather make ourselves more diligent students of human nature, especially of that purest manifestation of it made by girls and boys, and let us endeavor with wisest care to adapt corrections to the dispositions of pupils, rather than the phenomena of conduct. Some of us, in our untaught zeal to be impartial, have learned by experience that what is remedial to one nature often works only injury to another; that to some dispositions the slightest look of displeasure or the gentlest word of reproof may be many times more effective than severe correction—indeed, may be completely effective, when sterner discipline would but embitter and alienate. It is the part of wisdom in school-government, as elsewhere, to adapt means to ends. Two pupils, arraigned for the same offense, committed under circumstances identical, may be subjected, the one to the mildest, the other to the severest of penalties, yet no injustice be done to either. The end is reformation. Correction is but the means; and why

should harsh means be used in both cases simply because it is indispensable in one? Then, a greater regard for a considerate, studious, truthful pupil than for one careless, idle, and equivocating, may be called evidence of partiality. Be it so. But it is at the same time positive *proof* of justice. To the teacher having that quiet power in his school-room that every good teacher must have, a wisely-manifested appreciation of what is kind and dutiful and generous in the conduct of his pupils, and disapproval of every thing of an opposite character, are his most effective auxiliaries in governing his school. Following the course here indicated, the teacher will expose himself to the charge of partiality. He can not escape it. But his own consciousness of well-doing must give him courage to bear the accusation for a time. It will not be long till he will be able to bring confusion upon his critics by showing in results the beneficence of the means.

In instruction quite as much as in government courage is demanded. Here the want of it is the prime cause of inefficiency and failure. Instances are not rare in which teachers possessing in a large measure the requisite qualifications, natural and acquired, for the thorough discharge of school duties, fall short of it from cowardice alone. They dare not battle with the false notions of parents or pupils, often of both, but basely surrender, though conscious, all the time, of their guilt in doing so. It is so much easier, so much more conducive to harmony and peace and every thing else that is altogether lovely—to please parents and pupils, even in error, than to oppose their views, trusting to time and faithfulness to work a change in them. The principal manifestation of cowardice in instruction, and the only one of which I shall have time to speak, is seen in too rapid promotion—an evil fearfully prevalent in both public and private schools, especially in the latter.

Mrs. A has an interesting little Mollie of ten summers, and Mr. B a promising Johnny of about the same age. Mollie and Johnny attend a select school; that is, a school where pupils have been 'selected' from other schools, chiefly from their incapacity to sustain themselves in classes with others of their own age, but most of them of humbler parentage.

Mrs. A's education was acquired in various private schools in her native city till she was far enough advanced, as her parents supposed, to enter the high school, the lower grades of the public schools having been held beneath their patronage. Signal failure, however, was the result of her examination, while first among the successful candidates stood the daughter of a low-born neighbor. Her father, though one of the staunchest democrats in politics, and hence, in duty bound to be delighted with this illustration of democratic equality and justice, nevertheless suffered his amiability to be seriously disturbed. He was inclined to regard the matter in a social rather than in a political light. A social outrage had been committed, though he did not put it in that way exactly, and, to make what was bad still worse, the perpetrators of this outrage could not be coaxed or frightened into undoing it. It was thereupon quickly decided, in parental conference, that the most crushing method of expressing disgust at the examination, and contempt for the examiners—who of course were wholly to blame,—as also the most efficient means of soothing back to tranquillity the daughter's troubled spirit, was to send her 'away' to a fashionable boarding-school. The decision was at once carried into effect, and for nearly two years the rigid discipline of one of those famous institutions was fashioning her mind in strength and symmetry and beauty. Relatives and intimate friends were far from keeping her former associates in ignorance

of the rapid progress she was making. They were assured, before the end of the first year, that she drew and painted 'most beautifully', played the piano 'most exquisitely', and performed sundry other fashionable feats with an excellence equally superlative. By the middle of the second year she sang in Italian, and spoke French and German in a way to amaze even native Monsieur and Mynheer. The latter linguistic accomplishment not even the envious school-girls at home had the presumption to question, but even admitted that they 'had no doubt of it'. On her return, a sewing-society of very nice and exemplary old ladies were quick to pronounce her education 'finished'. Individual matrons had so decided before, but now, that those decisions were confirmed by a full bench, the question was settled for ever. From that court of last resort in matters of female education there was no appeal.

Since then but a score of years have passed, yet the rare attainments that constituted that 'finished' education have passed away quite as irrevocably. Mrs. A paints no more, except now and then, as social exigencies require, to repair the ravages of the old spoiler, Time. To her also drawing and music have become 'lost arts', and French and German 'unknown tongues'. Nothing remains to bear testimony to the generous culture of the boarding-school but her conversation. Happily, this furnishes all that is needed. It has no lack of length, continuing hours without cessation, or with pauses permitting admiring listeners but the briefest interlocutions, such as, 'Splendid', 'Oh my!' 'You don't say!' 'Did you ever?' 'Well, I never', etc., etc. Nor does it lack breadth, extending with lightning swiftness to a variety of topics, from the neighborhood gossip or scandal to Paris fashions and the dear missionaries in China. Only the trifling element, depth, is wanting to make it profound,—a want, however, quite unnoticed, so amply is it compensated for in fervor and vehemence.

That one so competent as Mrs. A should feel free to pass judgment on teachers should surprise no one. She can not be ignorant of her fitness or her right to do so, and is not one to forego a legitimate prerogative. Hence praise loud and lavish is the reward of those instructors who succeed in the difficult task of pleasing her darling, while the unfortunates who incur the displeasure of her little ladyship must face maternal censure even more outspoken and unstinted.

Mr. B was graduated at the district school of a back settlement in New England. Soon after reaching his majority, he was elected village constable. After a few years in this office, his 'knowledge of affairs' pointed him out to the villagers as a suitable candidate for justice of the peace, to which office he was accordingly elected. He held it several years, till 'squire' clung inseparably to his name and judicial dignity to his bearing. The honor attaching to this office in New England depends largely on the infrequency of occasions for administering it. Hence, in the rural districts, while one of oppressive dignity oftentimes, the emoluments are far from commensurate, not having been known to enrich any one within the memory of the 'oldest inhabitant'. Indeed, the only return on which the incumbent can count with certainty is time for reflection. This 'Squire B enjoyed to his satisfaction—even beyond that point; and, at length, as his funds ran low and the good villagers still persisted quite generally in the ruinous practice of settling their own difficulties regardless of the necessities of their popular magistrate, he resolved to throw up his commission and seek a larger field of usefulness in the West. Here he was quick to decide in favor of the law. To the legal knowledge

brought with him he added the fruits of a few months' study, then issued the usual shingle proclamation and sat down to await clients. He was not long in attaining to the front rank of that large and rapidly-increasing class of attorneys noted no less for their knowledge of law than for their orthography and syntax. After some experience in his profession—an experience not strikingly successful either pecuniarily or otherwise,—he gradually dropped out of practice into speculation. Here he at last found the sphere for which nature seemed to have designed him. Possessing no small measure of shrewdness, and conscientiousness not so fully developed as seriously to conflict, he soon became rich. He had not wanted assurance before; and now, with wealth came influence to correspond. It is quite in the natural course of events, therefore, that he has assumed an authoritative position in society; that, when his sanction has been given to any proposed step, no one presumes to question its wisdom or propriety.

Now, lawyer B is determined that Johnny shall be educated—the more determined from the fact that the honor of his house depends on him, for Johnny is an only child, the family being no less fashionable numerically than otherwise. Confident that, had early advantages for gaining an education been afforded himself, he would now have reached the topmost round of the legal ladder and would be serenely looking down upon the struggling, scrambling throng below him; equally sure that Johnny inherits all the great natural endowments of his father, no expense shall be spared that the son shall be what the father might have been. Yes, Johnny shall go to the university; shall become a famous lawyer, or, perchance, an honored statesman—a second Choate or Webster. He must not be thwarted, therefore, in any of his whims, since he is so certain of becoming a great man some time.

Now, Mollie has taken it in her head to study Latin, and Johnny thinks himself just the hero to carry the strongholds of Algebra. True, Mollie knows very little of English yet; can not pen an intelligible letter to her dear father; in fact, has not composed her first childish essay, and does n't know whether Boston is the capital of Massachusetts or Massachusetts the capital of Boston. True, too, that Johnny has not mastered the eights and nines of the multiplication-table, and names only with horror those fearful things called fractions. But Mollie and Johnny have made up their minds; they have caught the Latin and Algebra distemper, and mother and father too readily take it of them. The little ones say, in an appealing manner so captivating to parental sympathy and indulgence, "Grammar, Geography and Arithmetic are such common studies; nearly all the boys and girls in the public schools study these." The parents readily conclude that higher branches must be better suited to superior minds. The teacher is sought, perhaps requested, more likely instructed, to let Mollie study Latin, and Johnny Algebra, when 'school takes up' next term. Then follows a soliloquy on the part of the teacher, somewhat of the nature of Hamlet's, but much briefer, for it will not do to hesitate when Mrs. A and lawyer B make their wishes known. The former must not be displeased,—she talks so much; nor the latter,—he is influential. Thus, two little ones, innocently on their part, and, indeed, on the part of their parents, for they know no better, but with cowardly culpability on the part of the teacher, are suffered to commit mental suicide.

You may say this story is fiction. So it is. It is a fiction, however, in which the truth is far from overdrawn. Instances of cowardice on the part of teachers

more flagrant than the one here pictured are of too frequent occurrence. Whose fancy shall paint this evil so successfully that the truth shall not still remain stranger and sadder than the fiction?

The same evil, as has been said, is found in public schools, though to less extent. With many parents and pupils progress means simply swift advancement from one class to another—from a lower grade to a higher. In obedience to this idea, pupils are often hurried through the elementary branches with marvelous rapidity. Two years is quite enough for primary instruction; a period but little longer for that of the grammar school, and the high school is reached. Two or three years more here, and the pupil enters college, or, rather, an institution facetiously dubbed with that honored name. Then follow four years of struggle and ill-directed effort to scale the heights and fathom the depths of mathematics and linguistic lore, till he who reaches his graduation without having made himself an intellectual wreck is fortunate indeed.

On teachers rests the responsibility of this evil. It is not one of the faults of others to which the fable alludes, though it were well to bear it in the sack in front, that, being kept constantly in view, it may afford protection against itself. The teacher can not escape this responsibility by the plea that parents favor rapid promotion. It is not the teacher's duty to yield to the false views of parents; it is his duty to labor earnestly and bravely to uproot these false notions and plant true ones in their place. If to this end a harmless appeal to self-love is now and then indispensable in bringing a parent to that amiable state of mind in which he will listen to you complacently, make it. It is right and wise to make it. By doing so you may save an intellect, which is only less than saving a soul. Strive to conceal it as we may, it is the cowardly disposition, the unholy desire to please rather than profit, that lies at the root of this evil. To secure the popular end, rapid advancement, so pleasing to pupils, so gratifying to parents, and so effective oft times in giving reputation to the teacher—a consideration never overlooked nor underestimated,—one of two courses must be pursued: either the little victim must have his mind stuffed with knowledge beyond all power of mental assimilation, so that, while his head holds it all, it shall conduce in no degree to intellectual life and vigor, or his knowledge must be of the most limited and superficial character, acquired to pass examination on, and a poor return for even the little time and effort bestowed in its acquisition. These two courses are equally injurious. In different ways they effect the same result. Either weakens the mind: one, by a surfeit that stupefies; the other, by a poverty of mental aliment that starves.

The true teacher, in the instruction of his little flock, will have courage to shun both these courses; he will exercise a watchful, unremitting care over their dawning minds; will make the individualities of each his daily study and his nightly thought, and will ever endeavor, so far as is practicable, to furnish to each mind that nourishment which, in kind and quantity, is best fitted to insure its slow but vigorous and healthy development. In this way only will he do his duty and gain the approval of his own conscience. At the same time he will lay up a store of gratitude for the future, when boys and girls shall have ripened into men and women, for which he may well forego the transient praise and smiles of unwise parents, or the unmerited love of cruelly-deceived children.

I have endeavored to present a few thoughts on the subject of Courage. However imperfect the presentation, the theme itself is surely a noble one and worthy

your most thoughtful consideration. Take it home with you and meditate upon it, and you will be enabled to meet not less kindly, patiently and prudently, but more firmly, bravely and justly, the high responsibilities resting upon you. The meditation will add strength to your own characters—working into them a higher manliness, a nobler womanliness, which shall more abundantly bless every child that sits under your instruction. If toward the accomplishment of an end so beneficent any thing that has been said shall tend, even in small degree, the purpose of the speaker will have been answered, his highest hope more than realized.

OFFICIAL DEPARTMENT.

DEPARTMENT OF PUBLIC INSTRUCTION, }
 SUPERINTENDENT'S OFFICE, }
Springfield, April, 1871.

LOSS OF REPORTS AND DOCUMENTS.

ON the night of the 22d of February last, the building occupied by the public binder was destroyed by fire, with all of its contents. Nearly the whole edition of my last report was in the building at the time, in sheets, ready for binding, and all was totally consumed. Several other public documents and reports likewise perished, including that of Mr. Wines, Secretary of the State Board of Public Charities.

A few days after the fire, the legislature appointed a committee to ascertain the nature and extent of the loss sustained by the state, and to consider the expediency of reprinting the lost reports. In due time that committee reported, and recommended that certain reports be reprinted, including those of the Superintendent of Public Instruction and of the Secretary of the Board of Public Charities.

No further action has been taken in the matter. Whether the recommendation of the special committee will be acted upon, and the necessary order be made to reprint, I do not know. Considerations of economy may prevent. Even if a reprint should be ordered, it will be some months before the documents will be ready for distribution.

Respecting my report, a short time before the fire, the Governor ordered a few copies of the first 167 pages to be bound and sent to my office for immediate use. These, of course, escaped the flames. But for this timely act on the part of the Governor, I should not have had a single copy of even the first part of the report. Of the appendix not a copy was saved. I particularly regret the loss of the supplementary documents, embracing the stated and special reports of County Super-

intendents and other school officers, and other important papers. Many of these reports are of unusual value, and the statistical abstracts and tables are more complete than any preceding ones, and prepared with very great care. I have all the original manuscripts, however, and can furnish the public printer with the means of reproducing the whole report, should the legislature so order.

This statement is made so that all interested may understand why no more copies of the first part of the Eighth Biennial Report can now be furnished, and why no copies of the full report can yet be obtained. Should the legislature order a reprint, distribution will be made as soon as practicable. The whole number of copies authorized by law was three thousand.

NEWTON BATEMAN, Sup't Pub. Inst.

EDITORIAL DEPARTMENT.

PROCEEDINGS OF STATE ASSOCIATION.—It will be noticed that we present this month the address of Pres. T. H. Clark at the recent meeting at Decatur. Our readers will appreciate the opportunity of preserving this valuable paper, as well as the others presented at the same session, in such form that they can be available for future consultation. We notice that these papers are receiving proper commendation from the press. One of the prominent journals of the state, in a notice of the last number of the Teacher, says "The paper of Prof. H. L. Boltwood, alone, is worth the full subscription-price of the journal." We trust that, in view of the fact that the whole proceedings of the Association are appearing in our pages as so much in addition to the average of 36 pages per number promised at the beginning of the volume, our friends will continue their efforts to extend the circulation and influence of the Teacher.

PROCEEDINGS OF THE NATIONAL EDUCATIONAL CONVENTION.—After much unavoidable delay, the Publishing Committee of the National Educational Convention have made preparation for the publication of the proceedings of the meeting held in Cleveland in August last. The volume will contain the larger part of the papers presented before the convention, and full stenographic reports of the discussions following the same. Among the papers are the addresses of Presidents John Ogden, of the Normal Association, and D. B. Hagar, of the Teachers' Association; report of Dr. J. W. Hoyt, Chairman of Committee on National University; report of Prof. W. F. Phelps, of State Normal School, Winona, Minn., on *Course of Study for Normal Schools*; paper of Eben Tourjée, Mus. Doc., of the New England Conservatory of Music, entitled *A Plea for Vocal Music in Public Schools*; paper of Superintendent E. A. Sheldon, of Oswego, on *Primary Instruction*; paper of Miss

Delia A. Lathrop, Principal of Cincinnati Normal School, on *The Place and Value of Object Lessons*; paper of Superintendent W. T. Harris, of St. Louis, on *Text-Books*; and of Prof. J. H. Blodgett, of Rockford, Ill., on *Grammar in Common Schools*. The full reports of the discussions following these papers will give to this volume a value not possessed by any previous reports of the Association, or indeed by any other volume of the kind hitherto published in this country.

The report will also contain the addresses of Hon. F. A. Sawyer, U.S. Senator from South Carolina, on *Free Common Schools—What they can do for a State*; of Gen. Eaton, National Commissioner of Education, on *The Relation of the National Government to Public Education*; and of Superintendent J. L. Pickard, of Chicago, on *Physical Culture*.

It is expected that the volume will be ready for distribution to members soon. Those not members of the Convention can be supplied with copies at \$1.00 each, by forwarding their address and money to S. H. White, Chairman of Committee on Publication, Peoria, Illinois. For the Committee:

S. H. WHITE, Chairman.

IRREGULARITY IN ATTENDANCE.—A correspondent asks "Is it best to use compulsory measures to prevent tardiness and irregular attendance?" Under the powers given to them by the legislatures of the different states, Boards of Education have made certain rules regulating attendance upon school, and popular opinion has generally sanctioned them. The limit of these rules has been practically to suspend pupils from the privileges of school temporarily, the length of time being determined by the circumstances of each case. When carefully administered, there is no doubt of the wisdom of such rules. The chief danger is, as we have stated before, that, in their ambition to secure a high per cent. of attendance, teachers are apt to apply the rules so strictly as to diminish the aggregate number of days of attendance, by excluding from school some who, notwithstanding the best efforts of themselves and their friends, are compelled to be absent more than the time specified in the rules.

"In making up the monthly reports, is a pupil counted among those absent or tardy if he is present a half-day and not tardy?" The regulations of the School Principals' Society for making reports contemplate the calling of the roll each half-day, in which case the answer to the above question is that *he would not be so counted*.

"What is the most effective means of preventing absence and tardiness?" The following plan has been adopted by some with quite satisfactory results:

1. Keep the school time correct and uniform, even if the clocks have to be regulated every morning.

2. Let the precise time after which pupils shall be counted tardy throughout the whole building be announced by the ringing of a bell within the hearing of all. Pupils not in their respective school-rooms when this bell rings are to be counted tardy.

3. Let the principal devote as much of the time of the first recitation of each session as necessary to the hearing of excuses for tardinesses of the session and, if thought necessary, of previous absences. This course will greatly assist the other teachers in this respect, and will make the delinquent directly responsible to the chief authority for his short-coming. Its effect will be to make the principal's in-

fluence more thoroughly felt by the whole school, especially by that part of it most in need of it.

4. After the principal has given to each case such attention as seems desirable, let the pupil receive from him a line, card, or something which he shall bear to his teacher as evidence that he has properly rendered his excuse. Without this check his teacher should not receive him to his seat. Otherwise it may be that some will only stay away from their room a few minutes, without going to the principal at all.

5. In cases where there are frequent individual irregularities, the teacher will do well to advise with the parents, as the probability is that the fault lies quite as much with them as with the child.

NORMAL SCHOOLS.—In a late number of the *Teacher*, we noticed, in connection with our list of Normal Schools, the fact that about seventy per cent. of the pupils in these schools do not go beyond the first year of the course, and advocated the idea that for the mass of teachers such schools should possess a shorter and more elementary course of study, while comparatively few should be established with a more advanced course for teachers of a higher grade.

We now present another fact in connection with this subject. From the recent catalogues of several normal schools some idea can be gained concerning the residence of their pupils. The Secretary of the Massachusetts Board of Education says that in that state eighty per cent. of the pupils live within twenty miles of their respective schools. In the cases which follow we have given the number residing in the county or town where the institution is located. The per cent. would obviously be considerably increased in many instances by including all within a circuit of twenty miles, as the school is rarely located in the centre of a county forty miles in extent. At the Normal and Training School at Oswego, N.Y., 24 per cent. of the pupils live in the county where the school is located; at the school at Trenton, N.J., 27 per cent.; at the school at Castine, Me., during the spring term of 1870, 60 per cent.; at the one at Farmington, Me., 25 per cent. during the same term; at Cortland, N.Y., 66 per cent.; at the Normal University, Normal, Ill., 24 per cent.; at Platteville, Wisconsin, 50 per cent. In the following-named schools the per cent. of pupils residing in the city or town where the school is situated is given: Randolph, Vt., 30 per cent.; Peru, Neb., 60 per cent.; Emporia, Kansas, 34 per cent.; Whitewater, Wis., 23 per cent.; Ypsilanti, Mich., 17 per cent.; Albany, N.Y., 17 per cent.

The inference plainly derived from these facts is that normal schools are to a considerable extent local in their character; that if we would extend their benefits to the great mass of teachers, they must be located conveniently near the teachers.

It is well for the friends of normal schools to consider whether by the present plan of organizing and conducting them the largest amount of real service in preparing teachers to teach is rendered. As a result of the study and workings of the present system, it seems to us that a complete system of normal schools would involve—1. The establishment in each state of one school of a high grade, wherein instruction might be largely of a professional character, and for the purpose of preparing teachers to take the higher and more responsible positions in the profession. 2. The establishment of more elementary schools, for the purpose of giving aid to the great mass of teachers in the common schools of the country. Their

course of study should be confined to the studies of the common schools, taught in such a manner that the method shall be largely acquired at the same time with the instruction, with instruction in the leading principles of the philosophy of education and school management, and as much actual experience in teaching as the circumstances will allow. These schools should be located at frequent intervals throughout the state. Their number should gradually increase, till there is at least one for every five hundred teachers, and perhaps for a less number.

MONTHLY REPORTS FOR FEBRUARY.—

TOWN OR CITY.	No. of Pupils Enrolled.	No. of Days of School.	Average No. Belonging.	Av. Daily Attendance.	Per cent. of Attendance.	No. of Tardinesses.	No. neither Absent nor Tardy.	PRINCIPAL OR SUPERINTENDENT.
Pana.....	551	20	440	413	94	150	194	J. H. Woodul.
Bloomington.....	551	20	440	413	94	150	194	S. M. Etter.
West and South Rockford	1178	20	1129	1042	92	335	237	{ J. H. Blodgett and O. F. Barbour.
Forreston.....	551	20	440	413	94	150	194	M. L. Seymour.
Dixon.....	525	20	484	434	90	230	131	E. C. Smith.
Buda.....	111	19	103	97	94.3	11	48	D. B. Butler.
Oak Park.....	315	20	284	263	93	134	38	Warren Wilkie.
Mattoon, Westside.....	370	20	348	336	96.5	1	212	J. H. Thompson.
Mason City.....	179	20	173	163	94.2	170	49	Frank C. Garbutt.
Maroa.....	1063	20	501	465	93.1	737	214	E. Philbrook.
Lincoln.....	1423	20	1346	1237	91.9	136	471	I. Wilkinson.
East Aurora.....	98	20	97	89	92.2	55	49	W. B. Powell.
Arcola.....	673	20	602	573	95.2	169	225	M. Waters.
Blackberry.....	563	20	534	491	92	47	197	Miss E. C. Bowers.
Lasalle.....	404	20	363	345	95	180	225	W. D. Hall.
Cairo.....	833	19	727	676	93	238	197	H. S. English.
Lewistown.....	162	20	148	144	97.4	275	152	Cyrus Cook.
Kankakee.....	186	19	158	142	90	75	205	A. E. Rowell.
Odin.....	2286	19	2155	2057	95.4	203	41	L. S. Kilborn.
Yates City.....	610	20	575	536	93.2	92	40	A. C. Bloomer.
Peoria.....	216	20	200	159	79.5	162	358	J. E. Dow.
Centralia.....	987	20	662	626	94.5	63	24	F. G. Miller.
Decatur.....	367	19	357	344	96.9	55	201	B. F. Hedges.
South Pass.....	321	20	303	274	90	63	218	Aaron Gove.
Litchfield.....	460	20	457	391	86	345	111	H. J. Sherrill.
Normal.....	374	18	340	316	93	119	131	{ A. J. Sawyer and H. Moore.
Belvidere.....	1402	19	860	833	96.4	113	749	W. R. Edwards.
Sandwich.....	937	20	860	833	94.7	273	338	J. Hobbs.
Faribault (Minn.).....	376	20	340	323	94.8	38	131	J. S. McClung.
Shelbyville.....	100	20	99	91	91.3	11	749	T. H. Clark.
Henry.....	1699	20	1585	1486	93.8	445	338	C. F. Kimball.
Ottawa.....	528	20	506	479	94.5	29	258	M. Andrews.
Elgin.....	115	19	62	74	110	5	5	C. D. Mariner.
Macomb.....	30652	19	28817	27743	96.3	6378	74	J. L. Pickard.
Byron.....	376	20	340	323	94.8	38	131	O. T. Snow.
Chicago.....	100	20	99	91	91.3	11	21	P. R. Walker.
Batavia.....	1699	20	1585	1486	93.8	445	447	J. B. Roberts.
Creston.....	528	20	506	479	94.5	29	258	S. M. Heslet.
Galesburg.....	115	19	62	74	110	5	5	J. T. James.
Clinton.....	1368	20	1245	1245	91.3	123	123	
Lawndale.....								
Belleville.....								

TEACHERS' MEETINGS.—A friend asks for a few hints on the manner of conducting teachers' meetings in order that they may be pleasant and profitable. What can be done so that teachers will attend them from choice?

The topics considered should pertain to the actual experience of teachers in school, the more entirely so the better. At meetings which last from an hour to a day there is not much time for generalizing. The object should be to give and receive as many practical hints as possible. To this end, the time should be given to

a free presentation of the difficulties experienced by any, and a statement of the methods taken by others to avoid or treat such difficulties. Of course, any feeling of diffidence or hesitancy at stating a case should be laid aside. The first step to real improvement is by learning one's own ignorance through experience, and in a meeting of teachers the only object should be progress. We recommend, then, that each teacher go to the meeting with one or more questions that have been suggested by the experience of the day or week, upon which advice is needed, and also that each one be pervaded with the spirit to receive and give all the light possible.

It would be well to have a programme provided for at least a part of the time. This course will insure the presentation of each topic by one who has given especial thought to it, and who will leave it in a condition to elicit greater interest in subsequent discussion. To divide the responsibility will also increase the interest taken and the profit derived. Each one should in turn expect to bear his share of the responsibility. We may say that it is a very bad precedent to allow any one to be permanently excused from some such positions.

MISCELLANEOUS QUESTIONS.—For the sake of variety in school exercises and to awaken the spirit of investigation, the following plan may be occasionally adopted with excellent effect. At any given time, say at commencement of school each day, let each pupil, or as many as you may designate, be provided with pieces of paper upon which is written at the top the name of the pupil, and also the numbers from one to ten in a column along the left side. The exercise consists in asking ten questions which can be answered at once and in a word or two. Each answer should correspond to the number of the question, and a cipher be placed in the proper place when no answer can be given. We present the following questions as examples, which can be greatly multiplied by any teacher.

Take the number 10, multiply by 5, subtract 2, divide by 4, add 5, and multiply by 9. [Such questions should not be asked so rapidly as to prevent the pupils' following, nor should they be allowed to take the figures or work them on their paper.] A man bought one and a half dozen of eggs at 20 cents a dozen: how much did half of them cost him? [When the answer is a concrete number, its name should be indicated.] How many edges has a cube? How many inches of surface in a cube three inches on each edge? If this is Monday the 20th day of March, what day of April will three weeks from to-day be? What day of March was last Tuesday? If it is now 1 o'clock 20 minutes P.M., what was the time four hours thirty minutes ago? If one boy is eight years old and another is half as old, what will be the difference in their ages when the first is twice as old as he is now? Which is heavier, a pint of cold water, or a pint of hot water? A pint of water, or a pint of lard? Is an iceberg frozen from fresh water, or salt? If you go directly west one mile, will you travel on a meridian, or on a parallel? Will the distance be latitude, or longitude? If we are on the parallel of 42° north latitude, how many degrees south must we travel to reach the 25th parallel of south latitude? Which way from the north pole is Bhering's Strait? What is the distance around a figure eight inches square? Which is heavier, a pound of iron, or a pound of feathers?

Try the exercise, fellow teacher, and, our word for it, you will discover strange notions and excite a great deal of inquiry.

UNIVERSITY EDUCATION.—Through the courtesy of Dr. J. W. Hoyt, Chairman, we are in receipt of the preliminary report of the Committee on University Education, presented at the National Educational Convention at Cleveland in August last. The paper considers some of the motives which should influence the general government to establish a great national university, and the benefits to be derived from such action. It also contemplates an effort by all the educators of the country to secure legislation from congress necessary to the accomplishment of the great result. For the purpose of learning the views of all the friends of education, Dr. Hoyt cordially invites suggestions from them on the subject. He can be addressed in care of Gen. Eaton, Commissioner of Education, Washington, D. C.

STATE INDUSTRIAL UNIVERSITY.—The many friends of the university and of Dr. Gregory will be pleased to learn that he has been unanimously reelected Regent. Dr. Gregory has been at the head of the university from its organization, and has seen its success fully established, though his plans have been at times severely criticised by many who would have based it upon a foundation too narrow for the greatness of the superstructure which it was to sustain. In keeping him in the regency, the board of trustees properly acknowledge the value of his past labors and insure the continued prosperity of the institution.

PERRY COUNTY.—A school for a portion of the teachers of the county and those who are about to become such will commence at some point in the county—probably Tamaroa—on the 14th of August next. It will continue four weeks, *if, etc.* It will be composed of those who inform the County Superintendent of their *determination* to attend before as many apply as can be received. Incidental expenses, \$1.00 for each member.

OBITUARY.—DR. HENRY WING.—On the 18th of February there died in Collinsville, Madison Co., Dr. Henry Wing, at the time Member of the Board of Education of the State of Illinois. Dr. Wing was born in Troy, Mo., April 6, 1822, and therefore lacked a few weeks of completing his 49th year when he died. His parents were from New Hampshire; the father survives the son. Henry was the second son; and showing a special fondness for learning and literature, he was sent to Illinois College in 1840, where he was noted for his intelligence and gentlemanly culture: for the technical superiority of class-rank he wisely cared nothing; yet the collegians of that time would all have given him the preëminent title of the gentleman and the scholar. Graduating in 1844, he chose the profession of medicine and received his degree in 1846. Soon after, he was appointed Professor of *Materia Medica* in the medical school at Jacksonville, which, however, did not last long. In 1846 he went to Collinsville, going into partnership with Dr. Wm. S. Edgar. In 1849 he married Miss Maria Catherine Collins, the Collins family being that from which the place was named, and, with its connexions, the leading family of the town. In 1850, the writer of this notice joined him as partner, having had the pleasure and honor of being his nearest friend for ten years; for when we went to college in 1840 as strangers to all, we happened to become room-mates, and were intimates thenceforth. Dr. Wing was universally respected and generally beloved both as a citizen and as a physician. Though brought up in the midst of slavery, he could not bear to live in a slave state, and chose Illinois as a home: his feelings and convictions made him of the anti-slavery side in politics, and thus a republican in party: but on a question of local interest, he had the votes of all parties, and very soon, from his great zeal for education, was unanimously chosen school-director. Whenever he was willing to take that office, he could have every vote. Leaving my profession, I had the honor of opening the first free school in that region under his authority as director, and knew his zeal, energy, tact, skill, patience, and knowledge. He had not taught school much; but he was one of those men whose quick insight and philosophic habit of mind supply the place of experience. As a school-officer he was a member of the State Teachers' Association in 1857, and took a notable part in its debates and work.

Soon after the outbreak of the war, Gov. Yates made him one of the Board of Medical Examiners, and his rare ability being thus more widely known, he was

soon removed to Chicago as Professor in the Chicago Medical College, then Lind University. About the same time (1863), on the recommendation of another intimate friend of his college days, Mr. Bateman, Gov. Yates appointed him on the Board of Education. His attention to the duties of that station and his judicious suggestions and faithful work, as well as his personal worth, will make him long to be remembered at Normal. He was reappointed by Gov. Palmer in 1869. The failing health of his wife caused him to leave Chicago and his prospects of eminence there, to take her back to die among her kindred; and when he had laid her body in the grave, for his children's sake he staid in the little town, foregoing all vulgar ambition. Being threatened with consumption, he was induced by Mr. Bateman to join Major Powell's Colorado Exploring Expedition, and returned to his family stronger and better, though from youth he never had good health. He had married again in 1867, Mrs. Clarke, who survives to mourn his loss. He leaves four children of his first wife. A short illness removed him from earth, in the midst of great usefulness; for he was one of those excellent men who show great virtue alike in every station. He was especially the friend of the poor; and on the day of his funeral all business ceased, and the people thronged to take a last look of his dear face: German, Irish, Protestant, Catholic, women closing their houses and carrying their babies, and laborers from the coal-mines, claimed a place with state officers and members of the legislature to drop a tear over his clay. Intellectually, he excelled in clearness of thought, analytical and synthetic judgment, and literary taste: socially, in conversational power: but his sweet Christian goodness towered over all.

"That he was noble and sincere,
Angels knew above him;
But how gentle, sweet and dear,
Only we who love him."

SAMUEL WILLARD.

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G E R M A N S C H O O L S.

[DURING the session of the National Teachers' Association in Cleveland, last summer, one evening was given to a report by Prof. J. W. Dickinson, Principal of the State Normal School at Westfield, Mass., of his experience in visiting the schools of Germany. The professor was called upon without special preparation. The exercise assumed a colloquial character, and gave opportunity for calling out much information which will be of universal interest. We only express the general opinion of those present when we state that so much and so valuable knowledge of the German Schools has seldom if ever before been given to the teachers of this country in so brief a space. The professor was compelled to bring his account to an abrupt close in order to take cars for home.]

PROF. DICKINSON'S ADDRESS.

Last summer I had the pleasure of visiting some schools of the old world. I visited the schools of Geneva, Florence, Munich, Dresden, and Berlin, and the Home and Colonial School in London. I noticed in these schools some peculiarities I had never known much of in my own country. I shall occupy a very few moments in telling you of some of these peculiarities.

In the first place, I found at Munich that all the children are compelled by law to attend the schools from the time they are seven till they are fourteen years old. If the parent refuses to send the child to school, he is fined; and if he does not pay the fine, he is imprisoned. It is compulsory: therefore you find all the children in the schools.

Another peculiarity is that the schools are more thoroughly graded than in this country; and that the boys are educated apart from the girls. In no school did I find both sexes occupying the same room. I believe their practice of educating them apart has no exception.

I found, also, that in the primary schools the most thoroughly-pre-

pared teachers of Germany are employed. In the elementary schools, in the cities at least, and wherever they can, they employ the graduates of the universities. These teachers are required to pass through a course of study in the German drawing-schools, and after this, to serve a course of two years under superior teachers, in order to practice well what they have learned in the schools. If they prove efficient, they are employed in the primary schools. It was a novel sight to me to see mature, scholarly men in charge of the younger pupils of the schools. I think there are not many exceptions to this.

Q.—Are the girls and boys separate in the primary schools?

PROF. DICKINSON—They are.

Q.—Do they have male teachers in the female departments?

PROF. D.—Yes; I never met an exception, though they may have female teachers in other places. In Munich I commenced with the primary schools and went up a regular grade, through to the University. The last lesson I heard was one taught by Baron Liebig to a class of young men in the University. These teachers are thoroughly prepared for their work. I think the Germans consider the primary education the most important; requiring the highest skill, the greatest maturity of mind, and the most experience in teaching. Therefore, they select for these schools the best-prepared teachers.

I noticed that the objective system of teaching is used. It is called some times the Pestalozzian system; though I suppose many of the principles he taught are not followed strictly, but the general principles are followed. I will give an account of one lesson I heard taught, in which it was the object of the teacher to teach language to a class of girls seven years of age. This was among the first lessons that had been given to this class. The teacher in the morning had passed out into the fields and procured a branch of a tree on which was a beautiful bird's-nest. He brought this into the room, and, holding it up, called the attention of the young girls to the object he held in his hand. He led them to observe it by bringing it into the presence of their senses. After they had seen the nest, he gave it a name, and they were required to pronounce the name. Then he called attention to what the nest was found on, namely, the branch. After that the name of the branch was given; then the divisions of the branch were named, the twigs; then the leaves; then the different parts of the leaves; and the pupils were required to repeat the names. Now he put aside the thing itself, and, taking his crayon, passed to the board and made a beautiful drawing of that which he had presented to their sight. By the way, the German teachers are all skilled in drawing. It is taught in all the

schools from the first. It is preparatory to writing, and also preparatory to the delineation of the outlines of objects. As he drew the outlines of the nest, the branch, the twigs, and the leaves, the moment the representation of these objects by means of pictures was seen by the pupils, they would give the names. After this had been done, he put aside both the picture representation and the thing itself, and gave them the printed forms of the names on the board. They had been taught them orally before; now they were taught to recognize the printed forms on the board. These were taught after the word had been taught as a whole. He then taught the parts, or the letters that compose the word. After the letters were taught, he taught them to recognize the order in which these letters were placed in the word, and taught them to spell the word. Then, at a signal from the teacher, the children all covered their faces.

He then passed to the form on which the letters were found, and, turning it wrong side up, had them uncover their eyes and see if they could detect any change. All at once their hands were up and they were ready to rush to the board to make the correction. They could at once recognize any change that had been made in the parts. After the word had been taught orally in the printed form, he taught them the elementary sounds in the word itself. This lesson was continued for about forty minutes, and, although it seemed a long time for these young children to be engaged in one lesson, there did not appear to be the slightest weariness. I have never seen so much life on the part of teacher or pupils. The teacher teaches with all parts of his body, and the children recite with all parts of their bodies. Then came time for recess; and the children took out their satchels and brought out a hard roll of bread. They all formed a line, the teacher with his roll of bread too, and they all marched out. The teacher, although a mature graduate of a university, was as young as the youngest, and seemed to think with them and feel with them and to be in perfect sympathy with them. They were fond of him, and he was fond of them. I never saw affection so manifest between pupils and teacher. After the exercise they passed back to the room, and then followed other exercises.

Q.—How large was the class?

PROF. D.—It numbered about forty-five.

Q.—How long was the recess?

PROF. D.—About fifteen minutes. In the yard they had the means of practicing gymnastic exercises, in which the young girls are taught to exercise all parts of the body.

Q.—At what time do the schools open and close?

PROF. D.—In the morning they open at half-past nine and close at eleven; in the afternoon they open at half-past one and close at three. But in some of the schools they have only one session in the day.

Q.—At what age do they pass from the printed letter on the black-board to the script?

PROF. D.—The teacher printed the words on the board, and then the pupils were referred to their books. The book that was used was constructed so as to agree perfectly with the lesson taught orally. In the book was a picture of a bird's-nest, and the word in German was printed under it; then what was said of the nest was placed underneath that. The pupil could now be referred to the book and be taught to read from it. The oral lesson prepared him to read from the book.

There is another point. In many of the schools the teacher commences with the class and accompanies them till they graduate from the common schools. He is the teacher of this class until they have passed through the entire course of study prescribed by the Germans for their common schools. He sends them out, if they do not go into the higher schools, and then goes back to take another class. He goes with them through the entire course, and they become quite well acquainted with one another.

Q.—At what age are they permitted to enter school?

PROF. D.—Not before the age of seven.

Q.—Does the compulsory system give satisfaction?

PROF. D.—I understood there was the most perfect satisfaction. In no country do the common people so coöperate with the teacher as in Germany. According to their laws, the teacher is an officer of the general government. He is an official and speaks and acts with authority, and the parents coöperate with him and strive to make his position pleasant. And it is most agreeable, so far as social relations are concerned.

Q.—How is the teacher supported?

PROF. D.—Generally by a tax on the pupils; some times by money appropriated by the general government; some times by subscription. He has a fixed salary, so that he is not dependent at all on the payment of the subscription-money. If there is any deficiency, the government supplies it.

Q.—Is there any provision for indigent children?

PROF. D.—There is; and if the parent is not able to clothe his child, he is clothed at public expense and sent to the schools. The children of Germany attend school universally. A year since a census was taken, and in the Prussian army, out of 155,000 men, only two were

found who could not read and write; and I believe it was thought by some that they were from foreign countries. [Applause.]

Q.—You found in all the schools the two sexes separated. What was your opinion of that?

PROF. D.—I have always been in favor of educating them together. It appears to me that, as they were made to live together, they should be educated together. [Applause.] Woman being the complement of man, there is a lack where she is absent.

Q.—Do you think the practice of employing male teachers exclusively, as is the case in Germany, a good principle to engraft upon our system?

PROF. D.—I do not. I believe in employing both sexes in the same school. [Applause.]

Q.—Have they no school-ma'ams in any department?

PROF. D.—I saw no 'school ma'ams'. They have some lady school-teachers. [Loud applause and laughter.] The teachers of Germany are worthy of the name of gentlemen and ladies.

[A VOICE.—So they are in America.]

Q.—I have seen the statement, within a few months, that the Germans have tried the objective system and abandoned it: is this so?

PROF. D.—No, sir: the illustration I have given will answer that question, so far as that lesson is concerned.

I heard a class recite in Dresden. The teacher was teaching Botany. He went out into the fields in the morning and procured the flowers that were to be analyzed that day. He had enough to distribute a flower to each member of the class. He called attention to that part of the flower he wished them to observe, then he gave to this part a name, and in that way they learned the names of all the parts of the flower. I asked him if he used books. He said he had never used a text-book in teaching, and had never seen one. The pupils were able to study flowers and analyze them readily

Q.—Were text-books used there?

PROF. D.—I never saw a German use a text-book. [Applause.]

Q.—What was the object of the teacher's calling attention to the parts of the flower?

PROF. D.—It appears to me that if you put a thing into the hands of a pupil to find out all he can about it, it will be a very miscellaneous work. As the teacher knows what he must understand to classify it, he must direct the observation of the pupil; and then the pupil will have in his possession the marks by which he will classify that flower.

They will be learned in the order in which he will use them when he makes the classification.

Q.—There is a marked difference, evidently, between this system of teaching and that in vogue in this country. I would ask which you consider the best—the system you found in Germany, or the text-book system in use here?

PROF. D.—I want to answer more fully the question you asked before. I asked them if they had abandoned the Pestalozzian system, and they were struck with perfect wonder at the idea. Some of the things Pestalozzi taught they object to, but the great principles that lie at the foundation they not only approve, but practice. Pestalozzi was never so popular in Germany as he is to-day. They have an annual celebration in honor of his name. So far as the teaching is concerned in this country, I find, on a thorough examination, that our best teachers in all parts of the country practice more or less of this objective system. They may not have reduced it so thoroughly to a system as some other teachers have, but all good teachers have found it necessary to teach more or less after this plan, and do it some times unconsciously. I believe that words are not the original sources of our knowledge, and that pupils can not from text-books derive a knowledge of things primarily. It appears to me we are making a failure in this country in confining our teaching to them.

Q.—In what grade do they commence using text-books?

PROF. D.—After the elementary course has been passed over, they refer the pupils to text-books. They never use text-books as we do. I went into a school where the children of the nobility were taught. The girls were fourteen years old, and were studying the German language. They did n't have the German Grammar, but were taught to derive the principles of the language from an analysis of the language itself, and all the principles they learned were derived from their own observation of the construction itself.

Q.—Do they give any diplomas or awards?

PROF. D.—I think they do have those systems. If you would attempt to pass an examination to enter one of their schools, you must have a certificate of qualification from the authorities. I do not know whether you would call that a reward or not. I do not think it is. In the mode of teaching, practically, they do not find it necessary to introduce arbitrary rewards. There is such a love of learning itself, arising from the mode of teaching, that no such stimulus is necessary. I think that, if teachers will present subjects properly to the children,

the mind has such a natural love of truth that it will be filled with enthusiasm for it.

Q.—Did you see any evidence of insubordination in these schools?

PROF. D.—No, sir.

Q.—Any of the discipline we have heard so much about this afternoon?

PROF. D.—No, sir. I think that this right teaching will correct almost all the evils that spring up in schools. I think this is a system by which all the mischief that boys enter into will be prevented.

Q.—Are the gymnastic exercises, on the play-ground, directed by the teacher, or left to the pupils?

PROF. D.—The teacher has charge of them: he never leaves his pupils. The teacher enters into the sports of the children in the right method,—not as one of them, precisely, but sympathizing with them and becoming interested in all their sports.

Q.—Are there any times of the day when the children are left in the room alone, sitting still to study?

PROF. D.—No, sir; not in the primary schools.

Q.—Do you think that we could adopt that system properly with our pupils, they being allowed to attend when they or their parents choose, and carry it out as they do under a compulsory system?

PROF. D.—It seems to me that this teaching is profitable any where. It is more profitable the more of it you are able to give; and the more you have the child under your control, the better it is; but it is profitable if you can give him but little.

Q.—In what parts of Germany did you find that they were compelled by law to attend between the ages of seven and fourteen?

PROF. D.—That is true in Dresden and in Bavaria. I think in Saxony it is from six years. There is a little difference in the German provinces in regard to the age and time of attendance, but in all cases the time of attendance is fixed. There is no universal law that applies to all of them.

Q.—For what reasons are they allowed to stay at home?

PROF. D.—They must get an excuse from the school-commissioner, if they are released. When I was in Berlin, I saw a young girl excused from the school before she had fully completed her term of study. It appears that her mother was sick, and she was the only child that could take care of her at home. She had received her permission from the inspector of the school to absent herself, and the teacher dismissed her by reading to the whole school the permission of the inspector for her to leave, so that the pupils would understand it and take no cour-

age from her failing to complete her course. And then, with a formal farewell, the teacher dismissed her.

Q.—What proportion of time was devoted to study and recitation?

PROF. D.—The study of the subjects pursued in the primary school, of course, would have no fixed time, such as they have in the higher schools. They learn during the time of teaching: the teaching draws the ideas from the pupils, and each day they are required to review the lesson of the preceding day. Between the time of reciting the lesson and the next day, they must review it, so as to repeat it.

Q.—I understand you to say they do not make use of text-books as we do, when they begin to study. What plan is adopted above the primary school?

PROF. D.—They have the things themselves for study. They take what the teacher furnishes. When they get old enough, they take notes of the teaching.

Q.—When the teacher is absent three or four days or a week, under this system of oral instruction, what is he to do?

PROF. D.—If it is a providential affair, the teacher will supply the want after he returns, as all teachers should do if they have time; and in Germany, as the schools are well graded, they do have the time.

In regard to the private schools in Germany, they are subject to the same supervision as the public schools. No teacher can enter upon private-school teaching until he has been examined by the authorities and been commissioned as a public teacher. I received this information from one of the private-school teachers at Dresden. He said he was obliged to pass an examination under the public authorities. Then he was required to present to them his course of study, and also his plan of the day. This was to be approved; and if it was not approved, they could make such changes as they thought best; and his assistant-teachers were examined too; then they were requested to hold up their hands in the presence of a magistrate and take an oath that they would apply these principles to the best of their ability. They were subjected during term-time to the visitation of this inspector, and whoever he might employ to assist. At the close of the term they were to have a public examination, which the parents of the children and the public authorities were to attend and see if the work had been properly done. That, I thought, was somewhat of an improvement upon some of the plans we have in our own country. I thought it would prevent some of the superficial work done here.

Q.—What are the relations of these schools to the religious denominations?

PROF. D.—In many cases the Catholics have their own school, and the Protestants their own school. In Prussia the children are together. The Protestants are taught by Protestant teachers, and the Catholics by Catholic teachers. In Berlin the Catholic priest will go into the school-room and occupy it, and send to the Catholic children to come to that room for religious instruction. They have the privilege of taking them out of the class at any time they please for religious instruction. In a class that I saw reciting German, every once in a while they would drop in. The teacher told me the pupils who had just entered the class had come from the Catholic priest, who had been giving them religious instruction. They teach religion thoroughly in that country. It forms a very important part of the course of study during the whole course of primary, secondary and higher instruction. They do not hesitate to teach it. I was informed that the Catholics of Berlin are as liberal in their views on the subject of religious teaching as Protestants, and there is no trouble. Berlin is a Protestant city, with but few Catholics. The leaders are liberal-minded men, and there is no particular trouble as far as this instruction is concerned.

Q.—Is there any distinction made between the boys' instruction and the girls' instruction?

PROF. D.—Not in the primary schools. After they leave them, they can enter the industrial schools for the arts, or the technical schools, and from these go to the gymnasiums and to the universities. These the girls do not largely enter.

Q.—Are they permitted to go to them at all?

PROF. D.—I think they are to some extent, but not fully.

Q.—Are the teachers required to spend two years in practice?

PROF. D.—Yes, they are, under over-teachers.

Q.—Is there any thing else connected with their professional training?

PROF. D.—Yes, they have to pass through the German training-school after that.

Q.—How many years constitute a course of instruction?

PROF. D.—For the higher schools a four-years course. They are supported by the government some times while receiving their education as professional teachers. The Germans furnish all sorts of encouragement to men to enter the profession of teaching. They are exempted from military duty. Then they have another provision which is not adopted in this country: after a teacher is worn out in the service, they give him a pension for life. [Applause.] He is not obliged to be anxious about his future.

Q.—Suppose he should fail after the first term, what then?

PROF. D.—They would excuse him: his resignation would be accepted. [Laughter.] But the failures, I think, are very few after having passed this course.

Q.—If he should fail in health after the first term, would they pension him?

PROF. D.—I can not answer that. If he was a worn-out teacher, he would be supported.

Q.—What are the merits of their having religious instruction in those schools, compared with our secular schools?

PROF. D.—I do not think we have secular schools here.

Q.—We have schools where religion is not taught as religion.

PROF. D.—They do not teach sectarian doctrines there very much. They study the Bible and the principles they find there, and are left to apply them for themselves. The Germans are quite liberal.

Q.—Do they use corporal punishment at all?

PROF. D.—If the hope of reward should fail, they have no objection to apply the thing properly, judiciously, kindly, and philosophically. [Laughter.]

Q.—Are they severe in punishment in general?

PROF. D.—The Germans are very kind in all their relations to their pupils. The relations that exist between the pupils and the teachers are such that I think insubordination in the schools is hardly thought of. If the teacher can present these objects of study in the right manner, it seems to me that the right spirit goes along with it. I would say that they have the privilege of applying corporal punishment if necessary. I think it is seldom applied.

Q.—Has the consolidation of the German Confederation made any difference in school legislation?

PROF. D.—No, sir. It has not existed long as it now exists. The different states of Germany have no general law that applies to all Germany. Each state has its own laws. They are all after a general plan.

Q.—Did you see any poor teachers and poor schools?

PROF. D.—I saw no poor teachers or poor schools. I had not the misfortune to be taken into that kind of schools.

Q.—How does the compensation of the ladies and the gentlemen compare?

PROF. D.—The compensation of both is quite small. The principals of the best schools of Berlin receive about nine hundred dollars salary. The lady teachers are not so well paid as they are in this country. There is no country in the world where equality in this respect is so fully acknowledged as in this country.

Q.—Are lady teachers very generally employed?

PROF. D.—They are seldom employed. I found but few. I believe they are introducing more of them in late years.

Q.—Are the rural schools much better than they are in this country?

PROF. D.—I think they are. Of course, the city schools are better than the country schools; but the country schools are all under the charge of the Minister of Instruction. The school authorities stand over the Minister of Public Instruction and the school-committee of the parish. This general officer has control of all the schools, from the highest down to the lowest.

Q.—Do the rural districts continue their schools the year round?

PROF. D.—They have vacation. It is in harvest, during which the poor children go out gleaning.

Q.—What branches are authorized by law to be taught in Prussia to the children between the ages of seven and fourteen?

PROF. D.—They have to commence in language. They teach arithmetic, geography, history, and the Bible, and, at the close of the course, drawing. At the close of the last year of their course, they study these things simply as sciences. Music is taught in their schools. It is taught objectively. I found all the teachers of music conducting the exercises with violin, after teaching on the blackboard.

COURSE OF STUDY FOR HIGH SCHOOLS.*

BY GRACE C. BIBB.

THE schoolmaster has in our land not only been abroad, but he has traveled, and to some purpose. He landed with the Pilgrims, and New England was the home of his first love; but every other section has become his by adoption, and, ubiquitous, all-pervading as sunlight or as dew, he rules alike beneficently in stately halls nobly monumental of a city's generous pride, and in rudely-constructed cabins of the Far West built by the settler's own strong hands. He has penetrated into the Indian Territory, he has camped by the Colorado, he has made his way into the 'sunny' yet long-benighted South. True cosmopolite, all men are his brothers, all human habitations his home.

The system of public schools in this country is not the outgrowth of benevolence half so much as of necessity. The savage has no school but that of experience, just as he has no religion but that of nature. His medicine-men are to him the depositaries of all mysterious power—inspired pythons through whom the divine affla-

*A paper presented at the meeting of the Illinois State Teachers' Association at Decatur, December, 1870.

tus breathes. To possess their knowledge would be to drift with them into a state utterly abnormal. His education is the education from things—the training of the senses—the steady hand, the acute ear, the far-seeing eye. A child in intellect, he is also a child in modes of culture. But with advancing civilization, new wants and new relations to humanity, another education begins, which, seeming at first to differ from the former only in degree, proves finally to resemble it not even in kind. In the clearings of the pioneer a fair share of physical prowess, backed by a good rifle and an abundant supply of ammunition, makes man the peer of his fellows; but in the cities it is intellect that bears rule, and it is not physique that tells, but mind—not muscular training, but mental. Daily some beardless David slays the mighty of the Philistines.

The Public School has been the palpable outgrowth of our need of knowledge, and the Public High School is as palpably the outgrowth of the Public-School System as the grape is of the vine. Infinite progression of the mind renders necessary infinite progression in education. An advance in the former leads to an advance in the latter inevitably. The awakened brain, the roused intellect, in the dim consciousness, half developed, of its own immortality, gropes toward the light as puny cellar plants turn to the lesser dimness of cellar-windows—to the rare sun, building better than they know.

It is no longer enough that there is a body; no longer enough that the eye is true and the step firm; but, in the body, mind comes to its station as a king long exiled to his throne, and, looking out into the realm beyond itself, into the vast outlying world, it sees mystery and darkness, but is not dismayed. Through knowledge our first parents fell; through knowledge shall all their descendants live.

Every man, in his education, develops his mind from the infantile weakness which allies him with the infancy of the race to a point which may be the highest the race has reached in its civilization. Montaigne says aptly, "Every man carries the entire form of the human condition within him." But every man need not therefore repeat the entire process of the world's education. For him all the ages have been toiling; for him light beams out of the graves of long-departed years. Then shall he waste with riotous living his heritage? Ah, no: there are ages upon ages yet to come. So we have books and teachers and schools—out of our needs.

But what do our schools propose to do? We believe with Abernethy that, "If a man has a clear idea of what he desires to do, he will seldom fail in selecting the proper means of accomplishing it." The state, which is the power through which Public Schools exist, is as a separate entity only interested in the training of citizens—in the transformation, as soon as may be, of the heterogeneous elements of our immigration into sons and daughters of America, loyal in heart and brain. It discovers that some knowledge of the principles of civil government is essential to one who may be called to sit in legislative halls, or who may some day be the oracle through whose mouth the will of the people speaks; it discovers that in a government founded, theoretically at least, upon principles of pure equity, and deriving, in the widest sense, its power from the consent of the governed, justice and love of right must, as an average, be equal in the individual to the right and justice of the constitution. A democratic government can never be better than the people of the commonwealth. With the highest virtue the eagles of the Republic soar ever into purer and loftier realms, but with its decadence they droop in the poisoned atmosphere and die.

"The purpose of public schools", says A. P. Marble, Superintendent in Worcester, Mass., "is twofold—benevolent, to secure for individual pupils the means of education, and protective, to defend the state from an ignorant populace." But the true aim of education is, after all, to make the most of every human being; to bring man up more and more nearly to the level of his kingship; to widen his life, his experience, his scope of mind; to strengthen him for the conflict, for the anguish by which alone he attains unto his inheritance, by which alone he is worthy to become heir of God, joint heir with Christ.

The High School, in theory at least, completes the work which the common school has begun; or, rather, it places in the hand of its pupil the keys of all science—of all knowledge. With these he may stand for ever on the threshold, till, rusted by disuse, they shall no longer perform their office; or, he may proceed, till he reach the far-off temple whose top is in the clouds of heaven.

What shall our schools do? On the answer to this question depends the nature of the selected tools—for courses of study are, after all, only tools—only means to an end—only rounds in the ladder of infinite progression.

The pupil reaches the High School with at least a presumed knowledge of Reading, Writing, Arithmetic, Geography, Grammar, and United States History. Well learned, these of themselves constitute a liberal education. Too frequently, however, that he is really thorough in any of these branches is the most baseless of assumptions. The study of Grammar and the correct apprehension of all the relations of elements is the work of a mature mind. Geography, in its essence and outgrowth, is never completely mastered; while good reading is the rarest of accomplishments, and may well be denominated the work of Genius, if genius be, as Goethe says, only *eternal* patience.

But the work of iconoclasm is easy, the labor of reformation arduous beyond belief. The renowned library at Alexandria was burned, as one may say, in a day; yet sages and philosophers, through decades and through centuries, had toiled each but to add a faggot to the flame.

So, so far as we can, we will take things as we find them, lest, when we have done our little all to renovate, men should sadly say "The old was better." It seems to me, however, that it is an error of design which would make *any* of our High Schools preparatory schools *merely*; for the number of pupils taking a strictly classical course is so small a percentage of the whole number attending that only injury can result if their interests are made paramount. The aim should rather be to round into symmetry what the lower schools have well begun, and, for the first year at least, there need be no radical change in the curriculum.

Just here let me digress for a moment, to say that I am entirely out of sympathy with that class of educators who, because they can retain in their schools for four or five years no large proportion of those entering, compromise with ignorance by graduating their pupils in two years or in three. This compromise renders alike futile philosophical courses of study and philosophical methods of instruction. The world will wisely ask, as we send forth from our scholastic halls these *children* in years and mind, "Do men gather grapes of thorns, or figs of thistles?" If pupils are not thorough, if they have not mastered the branches of learning which we propose to impart, if they can not go out from among us to reflect credit upon themselves and upon the public schools of Illinois, do not, I pray you, let us set the seal of our approbation upon their superficiality and incompetence. Let us

work earnestly to keep them with us; but, if they must depart in two years or in three, let us send them forth with the best education that in the time we can give them, with our love and our blessings, but *not* with our *diplomas*.

To determine exactly what shall be studied in our High Schools, and to decide precisely in what order various branches shall be taken up, is a task of no little difficulty. For though, with Comté and other distinguished writers, we may agree that there is a close analogy between the education of the child and the advancement in civilization of the race, and may know that the origin of nearly all ideas is external to the mind itself, yet the period when object lessons are available has passed—the senses have been trained, the perceptive faculties have received an education more or less complete. Memory, reason, judgment, all have been exercised. The work has been well begun: how shall we continue it? This is the problem of to-day.

The Course of Study which, after a great deal of deliberation, I have decided to present, is doubtless in many respects faulty. But, until all educators shall agree as to the precise culture power of each study, as well as to the exact value of its imparted information, and shall determine to the satisfaction of all what particular faculties each calls into activity and just how the calling into action of these faculties educates the man, it will be impossible to establish a course of study which all shall acknowledge as the absolute best.

The course upon which I shall beg leave to offer a few remarks is as follows:
[See next page.]

The course of mathematical study seems to be established for us; it is an heirloom from the past generations. Whatever may be the value of the mathematics as training-studies, whether we, with Comté, shall regard them as the basis of all culture, or whether, with Sir Wm. Hamilton and John Stuart Mill, we shall rank them as inferior to the natural sciences, to the languages, or even to history, equally, of course, their practical utility will secure them the prominent place upon every programme.

With regard to the study of language, I can not too strongly urge its importance, whether I look at it from the standpoint of its training-power or of its practical usefulness. Really it is through language alone that we come into relations with the world. Words are the medium through which thought and wisdom communicate themselves. Indirectly we study modes of expression from the cradle to the grave, but direct culture we too often neglect. We study grammar, it is true, and discourse learnedly of simple, complex and compound sentences; of coördinate, subordinate and independent elements. The system is an æsthetic triumph, and seemed to me, for a long time, the acme of attainment; but frequently, of late, have I wondered, sorrowing, how it is that so much taking-to-pieces can be properly co-existent with so little reconstruction; why so much analysis produces so little synthesis; for, that pupils should be able to analyze difficult sentences readily, and at the same time to outrage, in their original composition, every canon both of grammar and of good taste, is by no means an impossibility. Analytical grammar affords a sharp drill to the critical faculty. Theoretically, it is perfect; practically, it seems to leave our boys and girls no less incomplete letter-writers than it found them.

Let us, however, supplement grammar by rhetoric, and then, if the gods vouchsafe us a text-book with general principles sharply defined and clearly stated, and

CLASSICAL COURSE.

Greek to be substituted for one of the English studies at the beginning of the third year.

Grammar and Reader.

Grammar and Reader.

Anabasis.

Anabasis.

Anabasis finished.
Iliad commenced.

Iliad.

For the Course in Greek, my thanks are due to E. P. Frost, Esq., of the Springfield High School.

MIXED COURSE.

Rhetoric. Algebra. L. Gr. & Read.

Rhetoric. Algebra. L. Gr. & Read.

Physiology. Algebra. L. Gr. & Read.

Political Geog. Geometry. Cæsar.

History. Geometry. Cæsar.

History. Geometry. Virgil.

History. Trigonometry. Virgil.

Natural Phil. Astronomy. Virgil.

Natural Phil. Political Econ. Cicero's Or'n's.

Chemistry. Political Econ. Cicero's Let.

Chemistry. Natural Phil. Horace.

Geology. Natural Phil. U. S. Const.

Latin Prose, to be taught in connection with reading. French and German as before.

ENGLISH COURSE.

Rhetoric. Arithmetic. Physiology.

Rhetoric. Algebra. Physiology.

English Lit. Algebra. Political Geog.

English Lit. Algebra. Political Geog.

English Lit. Geometry. Botany.

History. Geometry. Botany.

History. Geometry. Natural Phil.

History. Trigonometry. Natural Phil.

Philos. of Hist. Astronomy. Chemistry.

Political Econ. Mental Phil. Chemistry.

Political Econ. Mental Phil. Geology.

Reading. U. S. Const. Geology.

German and French to be equivalents.

1st year.

2d year.

3d year.

4th year.

which shall say to the pupil always and every where "*Write*," we may at last bring order out of chaos.

With the same general design of culture, it would be well that children early commence the study of foreign languages, especially of the Latin, for which, as a means of discipline alone, we would claim all that has been claimed for English Grammar, and in a much higher degree. We will not say Greek and Latin *versus* French and German, but rather Greek and Latin *and* French and German. But we must believe, with Dean Trench, that "He who has not some acquaintance with Latin can only explain a vast number of words loosely and at hazard." . . . "He feels about for the central meaning; he does not grasp it with confidence and decision." I believe that there is no better test in scholarship than accuracy in the use of words. "Language", says a distinguished author, "is as truly on one side the limit and restraint of thought as on the other side, that which feeds and unfolds thought"; and again, "Words are not, like the sands of the sea, innumerable disconnected atoms, but growing out of roots, clustering into families, connecting and intertwining themselves with all that men have been doing or thinking or feeling from the beginning of the world till now."

The study of language in some form should, in my opinion, continue through the whole of a four-years course, and should combine with Rhetoric and with English Literature constant critical reading of the best authors. I say the study of the *best* authors, because thus the youth of the land shall not only acquire mastery over modes of expression, but a constant atmosphere of high and noble thought will rouse the purest aspirations of the intellect, the most generous affections of the heart.

There are, however, several important branches of knowledge placed late in a course of instruction which might, with much better effect, be placed earlier. Botany, Miss Youmans has shown us in her beautiful little book, may be made profitable and delightful even to young children; and others of these sciences may be safely introduced at an early stage of progress. Physiology should be commenced, and its leading principles taught, in the grammar schools, in order that the large class of individuals who graduate before entering the High School may learn something of the wonderfully-constructed tenement in which the mind dwells, that they may know something of the hygienic measures necessary to the preservation of health, and may be able, through some slight knowledge of the circulation of the blood, to rescue, by impromptu surgical appliances, the life imperiled by accident.

Physical Geography is a study requiring no very great development of the mental powers. Like other similar branches, it exercises the perceptive faculties rather than the reflective, and may well succeed Physiology. Following these in a scientific course come Natural Philosophy and Chemistry. "The noblest study of mankind is man"; but next in nobleness is the study of those mysteries, blindly called laws, by means of which we and all created things exist. There seem to me to be no branches of knowledge the investigation of which ought more nobly to affect the moral nature, or more directly to lead the soul up through Nature to Nature's God. I am convinced that, if scientific pursuits have often resulted in scepticism, it has been because the investigator has trained himself to think that in what he calls *law* he has reached the ultimate. Back of all law is the power by which law is; back of all modes of existence is a Being who lives not by means;

behind Nature, above man, there is the Creator of the Universe, "Who sitteth on his throne in the Heavens and looketh down upon the children of men." Of the sciences in general Wm. T. Harris, of St. Louis, has ably said, "The most significant phase of modern culture is the immense impulse given to the study of physical science. Dealing with sensuous objects and gaining mastery over them by means of the intellectual tools of classification and analysis, the empirical sciences furnish a field of mental activity so elementary that all may enter it successfully. The results there achieved have so immediate a bearing upon man's physical well-being that scientific study possesses a great charm especially for people engaged in settling a new country."

Evidences of Christianity I should unhesitatingly omit from any course of study; for the proficiency acquired by felling men of straw with borrowed weapons will count for but little as discipline and for nothing at all as defense, when the whole army of doubts and fears, with Satan and all his emissaries, beleaguers the soul.

Moral Philosophy, too, I should omit; for, in common with the Evidences, its leading principles are too self-evident to need elucidation, but deductions from these lead into soundless depths of thought, where only the whole energy of the best minds will avail.

Mental Philosophy can not be excluded from a course making any pretensions to completeness; yet, doubtless, much gain would accrue, in the prosecution of this science, if some book better adapted to the capacity of our pupils than are most of the works in present use could be adopted. The work should treat of the laws governing the operation of the mental powers, should indicate the progress of knowledge, the connection through the senses of the mind with the external world, of normal and abnormal modes of mental activity. Rational methods, both in education and in jurisprudence, are largely the result of increased acquaintance with the complexity of mental structure.

To the American student there are few studies of greater importance than History. The heroes are not dead: they have lived—nay, rather, they *do* live. When a boy tells me the old story of Leonidas and the three hundred; when, in imagination, he crosses the Alps with Hannibal, or stands on the Rubicon with Cæsar; when he dies with the Gracchi for the people, or is one with the Greeks at Marathon; I know by the glowing of his cheek, by the flashing of his eye, that there is that in his soul which receives, across the chasm of ages, greeting from the great departed—from Codrus and Brutus and Aristides, from Regulus and Charlemagne and Robert Bruce. Nor does the study appeal only to the moral nature, to the emotions. There is profound philosophical inquiry necessary, else history may seem to the student a recital of dry facts in which his heroes only are alive; else he may not discover how every age is a grand total of all other ages, how every action is rendered necessary and possible by a series of previous actions reaching back into the primeval state; else he may fail to see that great results grow out of seemingly trivial causes, entire changes of civilization out of a single battle; else he may refuse to let the past instruct him in the sciences of Political Economy and of Civil Government, and may learn these things only on battle-fields as bloody as at Gettysburg, or at Shiloh, or in the Wilderness. He may say with Emerson, "You think me the child of circumstances: I make circumstances. As I am, so shall I associate and so shall I act. Cæsar's history will paint out Cæsar." Yet all the world, all heroes, all philosophers, all discoverers, all inventors, all poets, have been hewing out my path.

Alexander and Galileo and Socrates, Columbus and Watt and Homer, have made straight my path. We can not make, I fear, but we may control, circumstances. We may with Sidney "Find or make a way."

But when we have taught our pupils this, or when, in the preparatory course, we have fitted them for college, have we done all that is necessary to make them good men, good citizens? Herbert Spencer, in his essay on Political Education, tells us that "ordinary school training is not a preparation for the right exercise of political power"; and, with this eminent authority, we must all agree that there are two branches at least of study which must be pursued with a direct reference to a training for citizenship. Nothing but a careful study of the principles of Political Economy will lead to an understanding of the benefits resulting from division and organization of labor, to a comprehension of the true use of tools and machines, or of the right relation of capital and labor—the causes at work to determine rate of wages, or rate of interest. As Spencer elsewhere remarks, "We do not hesitate to assert that without a knowledge of the laws of life, and a clear comprehension of the way in which they underlie and determine social growth and organization, the attempted regulation of social life must end in perpetual failures."

Of the importance of a study of the Constitution of the United States I know I need hardly speak. Dear to us all as the embodiment of the principles for which the blood of our forefathers was offered on Revolutionary battle-fields, the Constitution, like the Palladium in the citadel of Troy, will preserve so long as it is preserved. Let us teach our scholars to "obey the laws and uphold the Constitution of the United States."

Within the brief space assigned me, I have endeavored to show what various means of education should be used in our High Schools. But any scheme of study is of itself incomplete. It will not be enough to send out youth from institutions of learning and to say "Behold here are the fruits of Public Schools", unless within the minds of these youth we shall have instilled that love for knowledge which shall lead them ever to higher and nobler attainment. It will not be enough that we shall have cultivated the intellect, if at the same time the moral nature and the affections shall lie waste and desolate. It will not be enough that we shall have taught arithmetic, or grammar, or geometry, unless we shall have directed the knowledge to some useful purpose; for, if intellect is king, common sense is prime minister—the power behind the throne which is greater than the throne. But with intellect and common sense, with education and culture, unto what majestic heights may not man attain.

"In form and feature how express and admirable!
In action how like an angel; in apprehension how like a god!"

HOW TO AWAKEN INTEREST IN PUPILS.

BY MISS LIZZIE COUCH.

HALF the work in this world is so mighty disagreeable, and indolence so constitutional, that one needs to give the whole heart and strength to do the best thing in the best way.

It is right and noble to wish to be wise and good teachers; even wiser and better than any that have ever lived. Each one should appear to be what he really is; though that may not always be the best. He should see that what he says is taken for exactly what is meant; and, if truth is to him a sacred thing, each word will be taken, without a question, in its full and honest meaning. Depth, steadiness and tenderness of affection should be cultivated, and a cheerful spirit withal.

The true teacher makes not his own happiness or fame the first end; does not concern himself about what others may think of him, or expect of him. He has a knack of finding his way into children's hearts and winning their confidence. They feel that he is their friend and always has something to tell them. He is wide awake himself; full of sincere, earnest, persevering interest in his pupils. And is not here the secret of enthusiasm in the school-room? There is no need of compromising true dignity or stooping to undue familiarity. The danger with many is to the other extreme. I have vivid recollections of a teacher in by-gone years. Her own dignity was a wrap of frozen snow. She seemed to think of nothing so much as her authority. Her tones were calm, changeless, expressing neither love, surprise, nor anger; only dignified reproof and authority. She had very much the air of one thinking it impossible that a pupil should dispute *her* will. We might flounce out of the room and slam the door; yet she would seem so utterly unconscious that it was because we were angry with her that, on the whole, there was little need of fretting, and the most comfortable thing was to obey. Of course, her orders were usually judicious, and more conducive to our happiness than our own willful plans would have been; yet we could not help feeling that a little human kindness would have made it more pleasant to obey.

Children read character intuitively, and will respect whatever commands respect. Assumed cloaks of dignity will avail nothing. Instability and awkwardness will awaken disgust; a cold and heartless manner will arouse the spirit of mischief or of sullen defiance.

Every school-room is full of enthusiasm, and unfortunate is the teacher who has not sufficient decision of will to restrain and control it, or who, for the want of wisdom and tact, crushes and kills it in stead of directing it to some useful end. What *human* heart could wish to crush the life and spirit that manifests itself in throwing paper wads, chewing gum, or whispering? Why not pleasantly say, "Flora, come and sit by me, and whisper all you wish"; John, I was just wanting a knife to sharpen this pencil: bring yours, please, and I'll keep it for you a week"; "Henry, take every thing from your mouth except your

teeth and tongue, close your eyes, and study with your lips, and see how much you'll learn"? "Some one threw a paper wad across the room. Will the boy that did it raise his hand?" No hand appears. "The boy has forgotten it: he must have a poor memory. Now, boys, one of you did that; without meaning much harm, perhaps. I want the one that did it to acknowledge it and promise not to do so again." Slowly a hand appears aloft, and paper wads are to be manufactured no more. A boy that would himself inflict punishment upon another with a pin ought to be whipped on the spot. Such enthusiasm is too sharp.

I asked a friend, the other day, what he would do with a certain boy. "I'd kill him" was the reply. The person referred to has a happy faculty of governing rollicking boys at home, and would be the last person in the world to kill any one. The effect of his words upon me was better than a solemn discourse would have been—the extreme remedy suggesting a milder, though an efficient one; and the boy was killed in a certain way.

Extreme cases are rare: seldom, if ever, is it necessary to behead a whole school.

A few years ago, in the City of Peoria, there was a school—it may have been mine, and it may not have been, it matters not: enthusiasm in that school was at a very low ebb. If any unfortunate pupil showed the least symptom of coming to, it was soon shaken or knocked out of him. The object of life was not to learn to be wiser, better, and happier, but simply to hear the clock tick. One morning, immediately after religious exercises, the teacher said, "Scholars, I expect the superintendent will be in some time this morning (a rare thing in those days), and I want you to be very still. If I hear a pencil drop or see any one look off his book while he is in here, I'll give you such a whipping as you never had in all your life." The superintendent came, and they were very quiet: but she did not praise them for it afterward. She forgot that the happiness of life is made up of minute fractions—the soon-forgotten charities of a kiss or a smile, a kind look, or a heartfelt compliment.

Even grown persons live more on fun than on philosophy. The former they can absorb at any time; the latter, only occasionally. Funny things often happen in school: let them be properly enjoyed by teacher and pupils. Each will afterward attend to his duty with greater zest than before.

A good beginning, each day, is a sure foundation-stone on which a day's work will stand for ever. It is *well* to be in the school-room twenty minutes before nine.

How many of us are careful to say a pleasant good-morning, especially to dull Johnny or James, and ask him if he is going to spell every word in his lesson to-day? Let scholars feel that they are on the same side with the teacher; not that there is a rough wall of ferules and ill feeling between and a pitched battle going on all the time. A few weeks ago, I put one of the girls in class A into class B. She cried most bitterly. I felt sorry for her, and told her so. She finally brightened up in more senses than one, and the result was most satisfactory. There was a boy who did well in every thing except spelling. He seemed to study in school, but would miss not only the first but every word in recitation. He would take his book home at night if I saw that he did it; but I did not see him study at home nor notice any better results next day. I told him he might go into the first class, if he would try and keep up; that his only trouble would be in spelling. He never misses more than one or two words in a week, which is pretty well, considering the boy and McGuffey's Spelling-book.

Sympathy, encouragement, promotion, keeping in at recess, downright sober talk, perhaps something stronger, are remedies for pupils in different stages of indolence. In fact, there are as many ways of awakening ambition as there are scholars in a room. Each pupil should have the fact impressed upon his mind that definite, distinct work is assigned him personally; that the work must positively be done; that another can no more learn a lesson for him than he can eat and drink for him.

It has been said that a teacher's face should be non-committal. I think not. Let the expression and the expectation be that each scholar knows his lesson when the class is called. One may some times be surprised to find they don't, of course; but take it for granted that they do until the contrary is proven. Recognize each one's individuality and ability, and if praise is deserved, give it ungrudgingly.

A boy who goes to the Second District said to me, the other evening, "Why, it makes one feel so ashamed to fail in recitation. She don't scold or say much. I don't know what it is: something in the way she looks, I guess. And then if any one does study and do well, she knows it. She gives the back seats to the best scholars, and don't watch them all the time; and it makes one feel so different to be trusted. I tell you, we're going to have the best school in the building."

It is as difficult to tell how to cultivate self-reliance as it was for that boy to tell why he felt ashamed to fail in recitation. There is an intangible something in the way people meet us that makes us conscious of recognition or slight. In the school-room there are various motives to appeal to. Fear of punishment and failure in examination are not

the highest. All prompting should, of course, be avoided, assistance being given only at the proper time; and then the child should not be taken up and carried, but led or guided, and even sent out on explorations alone. Let a child realize his identity and awake to a consciousness of his own ability. The faith that he can do and the happiness he finds in doing will teach him to be truly self-reliant.

READING THE SCRIPTURES IN SCHOOL.

WE take it for granted that it is of the greatest importance that the Scriptures be daily read in our schools.

A man once tried to purchase a very desirable piece of ground of its owner. The owner would not sell it. Accordingly, it was leased for *one* crop. The man who leased the ground planted *acorns*, and thus secured the possession of the land for himself and children during their lifetime. So we plant *acorns* on the *ground* of the fact stated in our first sentence.

But *how* shall the Scriptures be read so as to get the best attention and to make the best impression? Several methods are in popular use in our schools. The first we mention is that in which teachers and pupils read in concert. We have heard this method tried in the best schools and Sunday schools in the country—such as Mr. Jones's school, St. Louis, and Mr. Moody's and Mr. Jacobs's, of Chicago; but in no case was the result satisfactory. In every long sentence, one side of the house would be in a 'see-saw' with the other. Nor would the pronunciation of the words be the same by all the readers. Another method is for each pupil to have a book and read a verse in turn. There are objections to this method. In case there are fifty or sixty pupils, there will not be time to read around; in case of small children, the place can not be kept. And in all these cases you are not sure that any attention is paid, except when the pupil is reading.

The method which has proved more satisfactory to us is the following: The Scriptures are very full of quotations of what John said, or Paul said, or Jesus said; and these begin with capital letters. The teacher takes his place, book in hand. The pupils may or may not have books. If the pupils are small, better not. The teacher reads a verse, or until he comes to a quotation. He reads the quotation, and immediately *after* the pupils repeat the quotation in concert. Their attention is

kept by their watching for the quotation; and repeating *after* and not *with* the teacher, they get his pronunciation, his emphasis and inflection, and also his *rate*, which enables them to keep together perfectly. We have tried this method some years, both in day school and Sunday school, and with good effect.

T.

Mattoon, Illinois.

SCHOOL WORK.—VIII.

BY E. L. WELLS.

SCHOOL BLANKS.

THE Board of Supervisors of Ogle County has authorized their County Superintendent to furnish at the expense of the county treasury all of the school-election blanks, blank reports, etc., etc., that are of general use in the county, and not otherwise provided by law. Some of these blanks have already been furnished, and it is found that they cost much less than ordinary prices paid. These blanks secure uniformity of school work throughout the county, and school-officers have them when they need them. They very well know that oftentimes the want of them is more than their worth. Again, the money is paid for them to the county printer. In stead of being sent abroad, it helps the man at home, who is always so ready to use his quill and ink in behalf of the good educational work.

The County Superintendent has placed upon each of these blanks such suggestions as seem to be necessary to convey a clear understanding of the use of the same. To illustrate: upon the poll-book is stated who shall act as judges and clerk of the election; who shall be entitled to vote; what shall be done in case of a tie; where the poll-book shall be filed; etc., etc.

The blanks are distributed by the County Superintendent to the township treasurers, with the request that they further distribute those for use in school-districts.

Should any school-officer of the state desire further information upon this subject, he will please write me.

THE MAP AGENT

is a very essential character in our public-school enterprise. He has a very polite and pleasing address, and can adapt himself to any cir-

cumstances whereby he can sell his maps. He says it is more difficult to sell maps in this county than in any other he has ever traveled, and he stated this fact to the Chicago General Agent, who hesitatingly reduced the price from \$35.00 to \$33.00 per set. He says that afterward he again wrote the General Agent, who, at his request, but very unwillingly, still further reduced the price to \$31.00 per set. This, he claims, is a great favor to this county, but he forgets to say—it slips his mind—that the same General Agent advertises the same maps and charts to the trade at \$25.00 at retail, and \$20.00 at wholesale.

Then again, if a recommendation is needed from the County Superintendent 'or any other man', he has it; and, although he does not produce the written one, he gives all of the particulars of such very flattering recommendations. He finds a director who thinks his maps are too high-priced, and he will have nothing to do with him or them. The agent writes this director's name, and takes the paper to the other directors, who, seeing the name of the first-mentioned director, sign their names to the order upon their township treasurer. The directors say they have but little money in the treasury. The agent says he will wait until the next taxes are collected; but, upon receiving their order, he immediately presents it and receives his money of the treasurer. Thus, this accommodating agent is any thing to any body, and sells many a set of maps where an honest man would fail.

A few years ago certain charts, the retail price of which is \$18.00, were sold in this county for \$25.00 and \$30.00; and in the central and southern part of the state, I have been told, they were sold as high as \$51.00 per set. Such impositions ought to have been exposed at the time.

County Superintendents and other school-officers ought to learn the prices of school-merchandise; and, while they should encourage and assist honorable agents in supplying schools with useful and needed furniture, maps, etc., etc., they should expose every attempt of unprincipled agents to defraud and swindle the schools of the state.

APPORTIONMENTS OF SCHOOL FUNDS TO TOWNSHIPS.

These apportionments are generally made by County Superintendents in March, and oftentimes township treasurers are very much troubled to obtain these funds, on account of bad roads, and the uncertainty of finding the County Superintendent at home or the apportionment made. Treasurers whose respective townships lie in different counties are often obliged to go to the residence of the County Superintendent of each

county; and one such treasurer has told me that he had to make three journeys of twenty miles each way, or 120 miles of travel, over very bad roads, to obtain his distribution of one county, and then he had to travel twenty miles in an opposite direction to obtain the distribution from the other county.

We have a plan in this county which has worked very well for the last five years, and I think it can not but work well, if tried, in every county under township organization. The apportionment is made about February 1st. The Auditor's warrants have then been received, and the other funds for distribution can be very nearly estimated. A receipt, complete except as to date and signature, is sent by the County Superintendent to each township treasurer, and the statement is made that if the collector, upon settlement with the treasurer, will pay the latter the amount of money specified in the receipt, and take the receipt—properly dated and signed by the said treasurer—to the County Treasurer, he will be allowed the same amount upon their settlement and the delivery of the receipt. When the County Treasurer has paid all of the distributions, the County Superintendent takes the treasurers' receipts and delivers the receipted Auditor's warrants to the County Treasurer.

The collectors are all very willing to do their part in this work, as it relieves them from carrying these large sums of money.

NOTES, LEXICOGRAPHIC AND LITERARY.—V.

BY DR. SAMUEL WILLARD.

31. UP.—An unusual use of this word I find in two instances, in which it means (or rather is equivalent to) *proficient*. "Anxious that their sons shall be well up in the superstitions of two thousand years ago."—HERBERT SPENCER, in *Westminster Review*, in 1859. "The bigot may think that earth's loveliest sight is the religious youth, as the pedagogue thinks that it is the youth who is well up in the subjunctive mood and the dative case; but wise men know that they're both mistaken."—*Old and New*, II, 596, b. Hall's *College Words* gives it as a collegian's term, citing two instances from Bristed's *Five Years in an English University*, but saying the use of the word in this way is not confined to collegians. It seems to be college slang that is likely to win a place in the language; for the slang and even the solecisms of

one age may be the allowable words of the purists of the next or the third age.

32. A VOWEL DIALOGUE.—Ramsay's *Reminiscences of Scottish Life and Character*, as cited in *Notes and Queries*, Sept. 24, 1870, gives the following curious sample of the use of vowels in a conversation between two Scots. A customer examines a piece of stuff in a shop, and questions and answers happen thus:

Customer.—Oo' ? (Wool ?)

Shopman.—Ay, oo'.

Cus.—A' oo' ? (All wool ?)

Sh.—Ay, a' oo'.

Cus.—A' ae oo' ? (All one wool ?)

Sh.—Ay, a' ae oo'.

Perhaps this could be matched from some of the Kanaka or Polynesian dialects, which superabound in vowels; but we think not elsewhere.

33. CANAILLE.—The shorts or middlings of ground wheat. So used in *American Agriculturist*, 1870. We have not seen it elsewhere.

34. BIOGENY.—The theory that all life comes from a germ. *Biogenists*—those who hold the theory of biogeny. *Abiogeny*—the theory that life can originate without a germ: the theory of spontaneous generation. *Abiogenists*—those who maintain abiogeny.—HUXLEY, 1870.

35. SYMMACHY.—An alliance offensive and defensive: confederacy in war.—Mommson's *History of Rome*, I, 198, 515, *et al. freq.*

36. VOGUE.—Said in the last *Webster* to be used now exclusively in the phrase *in vogue*. But an example of other use is quoted from Burke, none of whose language can be pronounced out of use: and I find the following in *The Nation*, XI, 315: "whose reputation and vogue would never have been believed in." All that can be asserted is that it is rarely used except in the phrase quoted.

37. KING, EMPEROR.—A reader of these NOTES asks for a statement of the difference in meaning of these names, and of their cognate terms, *kingdom*, *empire*, etc. Practically the difference is one of name rather than of substance. But the words may well be considered historically: then we shall see what differences there are in the spirit of the words, if there be none in their substance.

Rome was at first governed by chiefs who were called kings, who, by usage and the sufferance of the aristocracy or lesser chiefs and of the rest of the nation, had certain powers and duties. A revolution occurred during the reign of an unpopular king, said to have been excited by the crime of some one of his family: of this offense advantage was taken by certain chiefs of the oligarchic party, who overthrew the royalty, and, in the name of liberty as against tyranny, established

the oligarchic power which is known as the Republic of Rome. The power of the fallen kings was divided: a part was given to the two consuls; a part of the functions of the king as chief of the national religion, with his title, passed to a priest who was called *rex sacrorum*, or king of sacred things; the rest of the power passed to the senate and to the oligarchy in its political assemblies; and the name of *rex* or king was (except in the one place in the priesthood*) made odious, and abolished for ever. "He wants to be king" was the mad-dog cry with which the oligarchy hunted to death the friends of the people who were of their own order, Sp. Cassius, Sp. Melius, and Marcus Manlius, as well as Tiberius Gracchus. Some times the actual kingly power was given to a single man, whose official title was *Magister Populi* (Master of the People), or, in later times, *Dictator*; but it was granted with the limitations that it should be held only for the exigency, not exceeding six months, and that the dictator should not mount a horse, except by special permission of the people in a formal and legal vote. The making of laws was no part of the power of the king; but he had the power of making *edicts*, which differed from laws in this, that at his death their validity ceased. The same power passed to the dictator and in a measure to the consul, the edicts expiring whenever the author of them laid down his office: if they continued in force, it was only by general consent or by reïssue or reënactment. During the republican period of Rome the title *imperator* (emperor), derived from the verb *imperare*, to command, came into use, given to victorious generals, and laid aside by them when they gave up military command. It was not, however, merely a military title: *imperium* signified the power of command; *imperator*, the officer who held it: in the general, consul, and even in the dictator, it was limited, while the old kingly power was an *imperium* unlimited, except, as all tyrannies are limited, by custom and tolerance.

The result of the civil wars in the century which followed the unsuccessful reformatory efforts of Tiberius Sempronius Gracchus was the establishment of more than all the old kingly power in the hands of the successful general and statesman, Caius Julius Cæsar. From the traditions of ages, the title of KING was odious; yet there seems to have been some expectation and some wish that this chief of the anti-oligarchic party should take that title; and the curious suggestions that were made by certain incidents, of which Mark Antony's offer of a crown

* It is noteworthy that when, somewhat earlier, the kingship was abolished at Athens, one of the Archons (the second of Solon's nine) was called king, and had charge of religious affairs.

was one, give rise to two theories: one, that Cæsar wished the title, and that the incidents were contrived to test the popular temper, and show whether he might safely assume it; the other, that they were contrived by his flatterers, but used by himself to emphasize his rejection of the name. Whichever is true, he absorbed the great offices of the constitution into himself with a perpetual tenure, becoming supreme pontiff, tribune, dictator, and consul; this last office, however, he detached from himself. The senate, probably at his own wish, gave him the title of *IMPERATOR* for life, and this became the style of the new monarchy. Mommsen, in discussing this subject (*Vol. iv, p. 562, Amer. Edit.*), quotes Dion Cassius as saying correctly that the name *imperator* was assumed by the emperors "to indicate their full power, in stead of the title of king and dictator; for these older titles disappeared in name; but in reality the title of *Imperator* gives the same prerogatives, . . . the prerogatives connected with the supreme imperium in the earliest times." Whereupon Mommsen remarks, "It could not well be said in plainer terms that *imperator* is nothing but a synonym for *rex*, just as *imperare* coincides with *regere*." "In a word, this new office of *Imperator* was nothing else than the primitive regal office reëstablished."

It happens, however, that this old office and new title, for the first time meeting, are united in the person of one who is by many ranked as the greatest genius of all history; to use a Shaksperian phrase, "The foremost man of all this world"; and his unexampled fate added to his fame: besides, in his time the Roman sway was almost at its greatest extent, many nations great and kings mighty being subject to it. Hence the titles emperor and empire have carried in them a magnificence, grandeur and suggestion of power which does not belong to king and kingdom, which have denoted a single city or petty tribe and its ruler. When kings have assumed it, generally they have so done after an increase of power and territory. Charlemagne became king of the Franks, sole, A.D. 771: he took the title of Emperor of 'the Holy Roman Empire' in 800, after conquest of the Saxons, of Germany, Italy, and the Spanish March. What has been called the German Empire was this 'Holy Roman Empire', held by the successors of Charlemagne, and with that title, until it ended in 1806, the Emperor, Francis II, having previously resigned, and taken the new title of Francis I, Emperor of Austria. Napoleon took the title of Emperor of France in 1804, after he had annexed Italy and enlarged both the power and territory of France. Louis Napoleon took the title not by any enlargement of France beyond what it had been under Louis Philippe, King

of the French, but as a continuation of the Napoleonic Empire. There is now for the first time an 'Emperor of Germany', the creation of the new dignity being signalized by a growth of German power and a small annexation of territory.

THOUGHTS AFTER SCHOOL.

BY E. C. SMITH.

How much the three words heading this article suggest: how much of discouragement, of perplexity, of self-examination, and how much of firm resolution and of calm calculation, do they embody.

When the six hours of incessant and nerve-wearing labor is done, the scenes of the day come crowding into the mind, and the teacher sits down in the vacant school-room to weigh that labor in the balances of personal responsibility; and the pointed question comes home to every honest, faithful teacher's heart, "Have I done my duty?"

Have you ever thought of this, fellow teachers, and calmly studied the material you are so constantly and so surely moulding? We are often told that we can not succeed as teachers unless we study our pupils, and vary our treatment of them to suit their different temperaments. But how shall we do this? We can not do it well in the pressure of the daily duties in the school-room. We must sit down to calm reflection, and classify our pupils as we would specimens in Natural History. And when so fitting a time as the hour after school? Let us try.

The day's work is done. The pupils have gone, and the echoes of their merry voices and the tramp of their receding footsteps have died on the air, and the tired teacher sits down behind his desk, now covered with reminders of the day's toil. He makes up his class-book and reads it over, that he may ascertain whether the day's record there will satisfy the demands of a requiring conscience; and, as he reads those names, his eyes seem not to see the figures opposite each one, and which, some times, tell so little of real truth; and, as one and another of those names meet his eye, he looks into the hearts and souls, and tries to read the record there, and studies those children, on this wise: There is John Jones — opposite his name stands 3 in Recitation and 2 in Deportment, and for days he has marked no higher. 'What can I do with him? He is a 'hard boy'. He hates school, and only comes because he is com-

pelled to; and that compulsion is often enforced by a blow or a harsh word, as he steps from the place he calls home. No kind 'good-by' is said as, in the morning, he leaves that home for the school-room and its duties.

Now, what can I do for that boy? A repetition of the same kind of treatment will only tend to harden him more. I must bring a different influence to bear upon him. I'll meet him to-morrow with a smile. I'll lay my hand on his head, and by kindly words I'll find the way to the soft corner of his heart. I'll show him that I am his friend, and will endeavor by kindness to counteract those rough and hardening associations which so constantly surround him at home.

There, too, is Mary Smith. Often her name is 2 in Recitation and a low mark in Deportment. How shall I deal with her? She is the idol of doting parents—an only child. At home her wish is law, and she never thinks of doing any thing unless she *feels like it*; and selfishness, so indigenous to the human heart, has in hers grown to a rank weed, poisoning all her better qualities. To cross that self-will is to bring down the wrath of that spoiled child in pouts and flirts, and the thousand hateful actions which an angry child can exhibit. And yet, down deep in that heart lies a germ which, if cultivated, would spring up and bear the sweet fruits of gentleness and obedience. But how shall I reach it? I'll go to her home this evening, and will talk the matter over with her parents in her presence, and then, as soon as I can find an opportunity, I will converse with Mary herself privately, and will try to show her what a useless life hers must be unless she learns to meet the daily duties of life. I'll try to convince her that my firmness in requiring her to come up to the demands of school is for her good. Perhaps in this way I may do her good and be the means of changing the current and bent of her life. I'll try it.

And there is Harry Spielman—so full of fun. Recitation is marked good, but Deportment is low. He is not vicious, and yet his overflow of spirits floods the school-room and does annoy me exceedingly. How can I manage to control it? It will not do to crush his joyous and happy spirit. I must try to *direct* that energy and activity into some useful channel, that I may thus turn it to some good. I'll give him more to do; for

"Satan finds some mischief, still,
For idle hands to do,"

and especially such nervous, active hands as Harry's.

Thus the list continues, and thus the study may go on till we have analyzed and classified the dispositions and circumstances of our pupils.

This is one of the essentials in teaching. We can not use our pupils as machines and do good work with them. We must know *them* and their *surroundings*; and to know these well is no little part of a teacher's work.

I have no sympathy with that practice which, on turning the key of the school-room at night, locks therein all thoughts of school. Much careful study, not only of the branches *taught* but of the material we are at work upon, must be done out of school-hours; and the theme may be a very suitable one for "*Thoughts After School.*"

Dixon, April 13, 1871.

OFFICIAL DEPARTMENT.

DEPARTMENT OF PUBLIC INSTRUCTION, }
SUPERINTENDENT'S OFFICE, }
Springfield, May, 1871.

IN the March number of the Teacher attention was invited to some of the provisions of the 'Bill for an Act in regard to Public Schools', now pending in the State Senate. It will be remembered that said bill abolishes the existing plan of sub-districts, so diverse in size and unstable in boundary, and substitutes therefor the town and township plan, making a fixed and permanent school-district of each organized town in counties under township organization, and of each Congressional township in counties not under township organization.

Attention is now further invited to those sections of the bill which provide for the election and define the powers and duties of the new boards of directors, who are to have the control and management of all schools and schools affairs under the proposed law. Only those sections are given which contain provisions that are new and different from any now in force.

This bill, and others that have been introduced in relation to schools, will come up for final consideration and action at the adjourned session of the General Assembly, and it is regarded as very important that the leading features of the proposed changes should be fully understood, and thoroughly canvassed during the recess, by our educational journals and the intelligent friends of common schools, to the end that the best and wisest conclusions may be reached, and that the changes finally made may be for the better and not for the worse. In this view of the

case, I ask space in the Teacher for these extracts from pending bills, in lieu of the usual comments and decisions on the school-law, which will, however, be resumed in due time.

Below will be found the additional extracts from the bill referred to.

NEWTON BATEMAN, Sup't Pub. Inst.

DIRECTORS.

SECTION 35. On the first Monday of April in each year, an election shall be held in each school-district of two school-directors to serve in their respective districts for the term of three years, and until their successors are elected and qualified. *Provided* that, at the first election which shall be held under this chapter, or in any new district, six school-directors shall be elected in and for each school-district, who shall at their first meeting determine by lot which two shall hold their office for one year, which two for two years, and which two for three years. Notice of such first election shall be given by the county clerk at least ten days previous to the day of election, by causing not less than three written or printed copies thereof to be posted up in public places in each district.

SECTION 36. School-directors, before entering upon their duties, shall take the oath or affirmation required by the constitution of this state.

SECTION 37. No person shall be eligible to the office of school-director unless he or she shall be at least twenty-one years old, and a resident in the district.

SECTION 42. Each board of school-directors shall meet within one month from the day of election, and organize by electing a president and clerk, who shall be members of the board, and a district treasurer, who may be a member of the board or otherwise, at the discretion of the directors; and the times of the regular meetings of the board of school-directors shall be fixed by resolution or by-laws of such board.

SECTION 43. The president shall preside at the meetings of the board, call special meetings when necessary, take sufficient bond from the district treasurer for the faithful discharge of his duties, sign the certificate of the assessment of district school-tax, sign all orders on the district treasurer by order of the board, sign all required reports of the district to the county superintendent, and generally do and perform all other acts and duties lawfully pertaining to the duties of his office.

SECTION 44. The clerk shall keep full and accurate minutes of all the acts and proceedings of the board, in a book provided for that purpose, prepare and attest all orders on the district treasurer, prepare and attest all required reports to the county superintendent, and do and perform all other acts and duties lawfully pertaining to his office; and for his services shall receive such compensation as the board may direct.

SECTION 45. Immediately after the appointment of teachers, in each district, the clerk of the board of school-directors shall send a written list of their names, and the schools to which they have respectively been appointed, to the county superintendent, with a notice of the days upon which the ensuing terms of the schools in the district will commence, and the termination thereof, as directed by the board.

SECTION 50. The board of school-directors of every school-district in this state shall possess and exercise the following powers and perform the following duties, together with the other powers and duties given or enjoined by this chapter :

1st. They shall establish and keep open not less than six months and not more than ten months, at their discretion, a sufficient number of free common schools in their respective districts for the education of every individual over the age of six years and under the age of twenty-one years, in their respective districts, who will apply for admission and instruction, either in person or by parent, guardian, or next friend.

2d. They may establish and maintain one or more graded or high schools in their district, to which such scholars shall be admitted who are, in the opinion of the board of directors and of the teachers, sufficiently advanced in their studies.

3d. They shall procure suitable lots of ground and cause suitable buildings to be erected, purchased or rented, for school-houses, and supply the same with proper furniture, fuel, and other conveniences.

4th. The school-houses, lots, etc., in their respective districts, which are now held by township trustees or otherwise, do hereby vest in the board of school-directors; and they may, in all cases, dispose of or sell any lot or lots and school-houses when, and upon such terms, as they may deem it proper.

5th. They shall appoint all the teachers of their respective districts, fix the amount of salary of each teacher, and may dismiss any teacher, at any time, for incompetency, cruelty, negligence, or immorality : provided that no teacher shall be employed unless he has a proper certificate of qualification.

6th. They shall exercise a general supervision over the schools in their respective districts, and shall, by one or more of their number, visit every school in the district at least once in each month in which the school is kept open, and shall cause the report of such visit to be entered on the minutes of the board; they shall establish rules for the government of the schools, designate what books shall be used in the schools; and they may suspend or dismiss scholars from the school for insubordination or other bad conduct, or when, in their opinion, the interest of the school requires it.

7th. They shall direct what branches of learning shall be taught in each school, but in each school at least the following branches shall be taught if required by the attainments of the scholars, to wit: Orthography, Reading in English, Penmanship, Arithmetic, English Grammar, Modern Geography, and the History of the United States.

8th. For the purpose of establishing and supporting free schools not less than six months nor more than ten months in each year, and defraying all the expenses of the same of every description; for the purpose of repairing and improving school-houses and school-lots; of procuring furniture, fuel, libraries, and apparatus, and for all other necessary expenses, the school-directors of each district shall annually levy a tax upon all the taxable property, both real and personal, of the district.

9th. When they deem it necessary for the convenience of the scholars, the directors may cause to be erected suitable school-houses, and for that purpose, or for the purpose of purchasing school-lots or school-houses, they may levy a special tax, or borrow money and issue bonds for the payment thereof. *Provided* that they shall not levy more than one per centum per annum for this purpose, nor impose

a debt on the district of over five per cent. of the valuation of the taxable property of the district, nor shall they issue any bonds without a vote of the district first being duly had in favor thereof, due notice being given as in other cases of school-elections.

10th. But in all cases when a tax for erecting or purchasing school-houses shall be levied, it shall be kept separate and distinct from the tax for ordinary school purposes, and it shall be so specified in the certificate, or a separate certificate made for the same, as above provided.

11th. They shall have power to determine into which school and, in case there are different departments or grades in the same school, into which department or grade, each pupil in the district shall be admitted.

12th. They shall pay all necessary expenses of the schools by orders on the district treasurer, signed by the president and attested by the clerk, the same being ordered by the board and entered upon the minutes.

13th. They shall publish at the close of each school year, by publication in a newspaper in the county, or by putting up in at least three public places in the district written or printed handbills, a statement of the amount of money received and expended during the previous school year, setting forth from what source it was received, and for what expended, which statement shall be prepared by the clerk and district treasurer and submitted to the board for examination and approval before it shall be published.

14th. Directors of different districts may make arrangements for pupils to be sent from one district to another, if the pupils desire it, and the expense of such instruction shall be paid as may be agreed upon by the directors of each district, by resolution or agreement, to be entered upon the minutes of the respective boards.

15th. If the board of directors shall keep any school in their district open during a longer term than other schools in the district are kept open, the school so kept shall, during the excess of time, be open and free to all the pupils of the district qualified for admission into the same.

16th. No person shall be excluded from school on account of race, color, or religious-opinions of the applicant or scholar. Directors may establish separate schools for colored and mulatto children, when there are not less than twenty such pupils to be accommodated; and, wherever such separate schools are established and kept open not less than six months in the year, they need not admit such pupils into the other schools of the district.

17th. They may appoint the clerk or some other member of the board district superintendent, whose duty it shall be to visit all the schools in the district at least once a month whilst they are in operation, and report the condition of the schools to the board, and do whatever the board direct him to do; and for such services he shall receive such compensation as the board shall deem just.

18th. School-directors shall not, by virtue of their office, be exempt from road labor or serving on juries; but they shall receive one dollar per day for each day necessarily spent in the duties of their office, to be paid by the district treasurer on the order of the board.

20th. The school-directors of two or more adjacent school-districts may unite in forming a high or graded school upon such terms as they respectively agree upon, in which, in addition to the branches required to be taught in common schools, instruction shall be given in General History, Book-Keeping, Surveying, Geometry, Algebra, Natural Philosophy, Latin, and the Civil Polity of the state and the United States, and such other branches of education as the directors may deem advisable.

EDITORIAL DEPARTMENT.

GENERAL MANAGEMENT.—Much of the success of a school depends upon what may be termed management—an anticipation of the exigencies and emergencies which may arise, whether in instruction or government, and a planning to meet them. This kind of work receives the attention of the successful master mechanic, the overseer, and the teacher, especially if at the head of a graded school. If well done, the oversight will extend to every part of the school, and its influence will be felt by its members at all times. If it pertain to instruction, it will be familiar with the progress of every class and pupil. In the government of the school outside of the school-room it is especially potent, as at that time the responsibility is mainly shouldered upon the principal. Good management, then, will be a great help to the control of the school within; will prevent many disturbances which would have taken time from instruction and disturbed the flow of pleasant feeling between teacher and pupil; will nip in the bud many difficulties which might have injured the reputation of the whole school. It will anticipate the temptations of the times and seasons, and be provided in season with a course of action suited to the case. It will be ready with the word of caution beforehand, rather than the word if not the blow of reproof afterward.

Every season brings its peculiar work, and the thrifty business man will mature his plans before the time for the work arrives. It may seem strange to suppose that the monotonous round of the teacher should give room for such plans; but let us see. Regularly each year the time for marble-playing comes. As it approaches, in a familiar talk with the boys show to them the objections to the game, and say that you would rather they would not indulge in it. They will be expected to deliver to the teacher, whenever they are called for, any marbles they may bring to the school, to be kept till the close of the month, term, or permanently, as seems best. After making this announcement, make the call as often as a marble appears, and the dirty hands, angry words, petty quarrels, and incipient gambling at school, will be avoided.

The season for snow-balling arrives. At the outset make some general regulations concerning the game, and be present on the play-ground to see that they are observed. It is the pleasant season when boys are tempted to go a-swimming, fishing, or to play ball. Counsel with them beforehand, and perhaps they may be induced to defer the sport or be dissuaded from it. If the temptation be a general

one—as a pic-nic—some counter-inducement can be offered, which will diminish the annoyance.

Police regulations are not so much for the punishment of irregularities in society as for their prevention, and we would call that system most efficient which, by its influence in preventing disorder, made the least number of arrests necessary. So in school management, that direction which foresees every emergency and is so vigilant that its influence is felt at all times will best succeed in securing a healthy moral condition of the whole institution.

SCHOOL PRINCIPALS' SOCIETY.—The meeting of School Principals this summer occurs at one of the pleasantest places in the pleasantest part of the state, where the clear water of the Rock River affords motive-power for a host of manufacturing establishments, and where the character given to the institutions of the region by the early settlers has been from the beginning of superior order. The Wisconsin State Teachers' Association holds its annual session at Madison, a spot of rare beauty among the lakes, in the midst of a beautiful range of country. Perhaps some of the Illinois schoolmasters will arrange to be at Rockford July 5th, 6th and 7th, and at Madison July 12th, 13th and 14th. A very pleasant continuation of the trip can be made to the upper lakes or to the upper Mississippi. That is a good region in which to make a pleasant trip as well as professional journeys.

The programme of the meeting at Rockford embraces something in the whole routine of work in the common schools. Its outline is as follows: Papers will be presented—by Prof. W. T. Harris, Superintendent of Schools, St. Louis, on *Primary Instruction*; by S. H. White, of Peoria, on *The time to be given to the different Grades below the High School*; by J. B. Roberts, Superintendent of Schools, Galesburg, on *High-School Work*. E. O. Haven, LL.D., President of Northwestern University, at Evanston, will deliver a lecture.

The fare at hotels will be from \$1.25 to \$1.50 per day. Full programmes will be issued soon.

INSTITUTES.—Of the value of a well-conducted, lively institute every man practically engaged in school work has no doubt. Through its means a new enthusiasm can be aroused, which no other agency can awaken. It is the only medium through which the mass of teachers can receive any professional instruction. Through its agency, hereafter to grow more and more potent, must be given that instruction which will do more than all other means to improve the character of the common schools of the country. The good done by an institute is an exceedingly variable quantity, with a tendency to a small amount in a very large number. The causes of partial failure are numerous, and often pertain to all in connection with it.

Prof. J. A. Cooper, of Pennsylvania, a man of large experience in the work, has classified the mistakes at institutes with careful discrimination. His enumeration is as follows:

Errors of Superintendents.—The employment of too many instructors. The announcement of persons as instructors when they do not expect to attend. Lack of system in managing the institute. Irregularity in opening and closing the sessions. Lack of a regular programme. Variations from the programme. Waste of time in opening and closing the institute. Waste of time in making announcements. Having no particular end or aim in the institute.

Errors of Instructors.—Long talks. Too many stories. Wandering talks. Aimless talks. Attention to trifles. Disregard of laws of association. Talking for reputation rather than to do good. Egotism—telling what *I* have done.

Errors of Members.—Tardiness in going to institute. Tardiness at the sessions of the institute. Inattention. Whispering. Unwillingness to participate in the exercises. Indifference. Censoriousness.

AN EXPLANATION.—I am told that in my article on *Normal Schools*, in the March Teacher, I made an unjust statement respecting the Normal School at Millersville. I have seen a letter from Superintendent Wickersham, in which he says that 555 out of 723 students in that school were pledged to teach. The information on which I based my statement came from a source that I deemed reliable, and I should deem it so still, had I not seen the correction over Prof. Wickersham's signature. There must be a mistake some where, which I can not account for.

And here comes a letter from Brother Holbrook, of the S. W. Normal School at Lebanon, Ohio, asking what I mean by 'recognized' when I speak (in the same article) of Ohio having no 'recognized' Normal School. I was not ignorant of the existence of Brother Holbrook's school. I had heard of it years ago, and have always supposed it to be one of the best of the private normal schools. But, as I understand it, that school is entirely the result of private enterprise, and the legislature of Ohio has never shown an appreciation of normal work, either by establishing a state normal or by adopting an institution already in existence. And, as I was speaking in regard to state schools, I referred, of course, to such as the state 'recognized' by some form of state patronage.

E. C. HEWETT.

PROFLIGATE EXPENDITURES.—There lies on our table a copy of the report to the legislature of the Committee on Public Buildings and Grounds. The committee have evidently been disposed to present simple facts. In some instances they find gross mismanagement. The Southern-Illinois Normal University is a case in point. With the command of means which, by their own estimate, amounted to over \$200,000, the board of trustees have contracted for a building much larger than the original design or than is really necessary, and uselessly expensive in style. Its erection is completed as far as the top of the first story above the basement. The result is that the means are expended, save \$45,000, a sum which will go no very great distance toward completing the building according to its original design. Such senseless extravagance and unpardonable mismanagement justly deserves the strong disapproval it received from the Governor beforehand, and the decided condemnation of the people. It is time that the expenditure of the public money should be taken from the hands of men who use it for lining their own pockets or for building monuments of their own folly, and be given to those who are interested in the object for which it is expended and familiar with the necessities of the case. So long as these trusts are reposed in the hands of men whose only recommendation is that they are politicians, or have a local influence, so long may we expect to see corruption in management, and hear loud complaints of the cost of public institutions. Had the money which this building will cost when completed been placed in the hands of men familiar with the educational wants of the state, and anxious to see these wants satisfied to the greatest possible extent, substantial buildings for at least four normal schools could have been erected, capable of furnishing accommodations for more than

double the number of students, and affording more than twice the amount of aid to the schools of the state.

STATE LEGISLATION.—In the Official Department of the March number of the Teacher attention was called to a bill for an act in regard to public schools which had been brought before the legislature of the state. A substitute for that bill was afterward introduced into the senate, and, like the former, referred to the Committee of Education. This substitute provides, among other things, for the election of a State Superintendent and County Superintendents, prescribing minutely their duties; for the establishment of the township system of school-districts; for the organization of the township high school whenever the people of any township shall vote in favor of such a school; and for the establishment of boards of education in incorporated towns and cities. It omits altogether the provision for compulsory attendance contained in the previous bill. This omission will, we doubt not, meet with the approval of a large majority of the teachers of the state. There is, we think, a general feeling among them that, although a compulsory law may under some circumstances work well, we are not yet ripe for such a measure. In Section 77 of the bill is a clause for carrying into effect that provision of the constitution prohibiting any teacher or school-officer from having any interest in school-books, apparatus or furniture. As it may be well for all teachers and school-officers to know what awaits them if they offend in this particular, we give the clause:

"No teacher, state, county, township or district school-officer shall be interested in the sale, proceeds or profits of any book, apparatus or furniture used or to be used in any school in this state with which such officer or teacher may be connected; and for offending against the provisions of this section shall be liable to indictment, and upon conviction, shall be fined in a sum not less than twenty-five nor more than five hundred dollars, and may be imprisoned in the county jail not less than one nor more than twelve months, at the discretion of the court."

When this bill becomes a law, if any poor teacher or school-officer feels tempted to write a school-book, or invent or improve any school apparatus or furniture, let him think of that five hundred dollars and that twelve months in the county jail, and 'repress his noble rage'.

In the article relating to cities and incorporated towns are several provisions which seem to us open to serious objection. It gives the appointment of members of the board of education to the mayor, by and with the consent and advice of the city council. In most of our cities this will make our school-boards mere political bodies like the city councils. The result of such an arrangement can not but be disastrous to our public schools. It would be far better to make the members of the board elective and fix their election for some other time than the ordinary political election, as is proposed in the case of township trustees and directors. This would tend to keep the school interests entirely out of the sphere of politics. The board is given no direct control over the school money—all their financial operations being under the ultimate control of the city council. No direct power is conferred upon the board to employ a superintendent, and their right to do so would, to say the least, be doubtful.

The bill has not been drawn with that care and with that regard to precision and clearness in some of its provisions which one might reasonably expect in the general school-law of the state. We trust that the teachers will give this bill a careful examination before the legislature meets next November, and will use all

proper means to secure the adoption of such of its features as are desirable, and the substitution of something better for those portions that are objectionable. c.

STATE BOARD OF EDUCATION.—We notice that the Governor has appointed J. H. Foster, of Chicago; E. A. Gastman, of Decatur; C. F. Noetting, of ———; B. G. Roots, of Tamaroa; E. L. Wells, of Oregon; and N. E. Worthington, of Peoria, as members of the State Board of Education. Of these gentlemen, Mr. Gastman was one of the first class that entered the University, on the 5th day of October, 1857. He graduated on the 29th of June 1860, and commenced work in Decatur, where he has been ever since. He now goes back to the University as a guardian in stead of a pupil.

These gentlemen have long been familiar with the educational system of the state, and most of them are actively connected with it. Under their care the interests of the State Normal University will be judiciously managed.

The Trustees of the Southern-Illinois Normal are R. H. Sturgess, John Wood, and E. J. Palmer. We trust that with their accession to office the affairs of that institution will be more prudently administered than they have been.

STAMPS ON CERTIFICATES ATTACHED TO MONTHLY SCHEDULES.—Through the kindness of Superintendent C. H. Murray, of Clay county, we are furnished with a copy of a note from R. D. Noleman, Collector of Internal Revenue for the Eleventh District, in which he says that it is not necessary for certificates of teachers accompanying their monthly schedules to have a stamp affixed to them.

POPULAR EDUCATION DOCUMENTS.—J. B. Merwin, of the St. Louis Journal of Education, is publishing a series of tracts on important educational topics, for general distribution. Those published thus far are essays by Superintendent W. T. Harris, of St. Louis, on *The Theory of American Education*, and on *What Shall we Study?* and one by Miss Anna C. Brackett, Principal of St. Louis Normal School, on *How Not to Do it*. They are all valuable papers, and are sold at the rate of \$3.00 per hundred.

COOK COUNTY NORMAL SCHOOL.—The total number of pupils belonging during the first term of the present school year was 97; average number, 87. The total number during the second term was 91. The pupils are classified as follows: Seniors, 23; Middle Class, 10; Juniors, 41; Second Juniors, 17. The receipts for tuition since June 15, 1870, have been \$186.73. The public examination at the close of the term showed that the classes had been under thorough instruction and had attained an excellent scholarship. The exercises were largely attended, and there was a universal expression of gratification at the condition and progress of the school.

PERSONAL.—The services of Prof. O. H. Fethers, of St. Louis, can be engaged for teachers' institutes in Illinois, during the months of July and August. He will give instruction during the day and readings at night. His address is at 704 Chesnut street, St. Louis.

Prof. Clark Braden, formerly President of the Southern-Illinois College, has opened a Normal School at Pawnee City, Nebraska. While in this state Prof. Braden did much to awaken a live educational spirit and a desire for higher professional attainment among the teachers of the southern part of the state.

SUPERINTENDING SCHOOLS.— Who will respond by preparing for publication in the Teacher an article or two on the duties of school superintendents and how to perform those duties? I do not doubt that there are many in the state having charge of graded schools who would be glad of assistance in their work. Much is written for the aid of the common teacher, but little is said about the very difficult and responsible work of the superintendent. Among other things, let us have the subjects *examinations, promotions, visiting schools, teachers' meetings*, etc., discussed. In short, let us hear about every thing that a superintendent may do to profit and build up his schools.

C. F. KIMBALL.

Elgin, March 1871.

Mr. Kimball has, in the above queries, touched upon a very important subject—that of the general management of graded schools. Without such management the benefits of gradation are, in a great measure, lost. Upon it more than any other one thing depends the success of the school. The principal may, by confining himself to his own room and his own classes, be a mere instructor, and of no more influence than any other teacher, or he may make his influence felt as an aid to every other teacher in the instruction and government of every pupil in the school. How he shall do this is the question proposed. Will not some of the experienced and successful superintendents or principals in the state let us hear from them on these topics?

DIED, in Hyde Park, Illinois, at the house of his father-in-law, on Thursday, April 13th, JOHN R. EDWARDS, a graduate of the Normal University.

Mr. Edwards, a brother of President Edwards of the Normal University, was born in Ohio, in 1838; consequently, at the time of his death, he was only 33 years old. He spent his boyhood on a farm in Ohio and in Wisconsin. In 1859 and 1860 he was a member of the St. Louis Normal School, of which his brother was then Principal. He entered the army, we think, in the 77th Illinois Regiment. At the battle of Perryville he was so severely injured, by the concussion of a bursting shell, that he was left for dead on the field. He never fully recovered from that injury, which was immediately followed by a long fever. On his recovery from the fever, he was placed in the invalid corps in Ohio. He afterward belonged to Co. E. 7th Regiment Vol. Reserve Corps, and was stationed at Washington. He was here in the spring of 1865, and was one of the guard that attended the body of President Lincoln on its solemn, triumphal journey from Washington to Springfield. In the fall of 1865 he entered the Normal University, and graduated with the class of 1867. He spent the next year in teaching, with good success, at Hyde Park. He spent most of the next year in teaching at Evanston. On the 20th of July, 1869, he married Miss Annie E. Downs, of Hyde Park. In the fall of 1869 he became Principal of one of the public schools of Peoria. He was obliged to resign this position in the spring of 1870, on account of failing health. He continued to sink slowly, but gradually, from that time until his death. During his long sickness, he showed great patience, and his hope of ultimate recovery was strong until very near his end. He leaves, to mourn his early departure, a young wife, a widowed mother, and a large circle of relatives and friends.

MONTHLY REPORTS FOR MARCH.—

TOWN OR CITY.	No. of Pupils Enrolled.	No. of Days of School.	Average No. Belonging.	Av. Daily Attendance.	Per ct. of Attendance.	No. of Tardinesses.	No. neither Absent nor Tardy.	PRINCIPAL OR SUPERINTENDENT.
Pana.....	505	20	417	395	94.3	67	195	J. H. Woodul.
West and South Rockford	1133	20	1081	1013	94	242	402	J. H. Blodgett and O. F. Barbour.
Dixon.....	518	20	477	436	91	229	141	E. C. Smith.
Oak Park.....	109	20	103	97	94.2	8	45	Warren Wilkie.
Mason City.....	375	20	330	320	97	0	221	Frank C. Garbutt.
Maroa.....	171	21	143	133	93	169	38	E. Philbrook.
Lincoln.....	1092	20	689	622	94	360	181	J. Wilkinson.
East Aurora.....	1347	20	1286	1200	93.3	149	490	W. B. Powell.
Cairo.....	544	21	497	467	94	39	230	H. S. English.
Lewistown.....	410	20	339	321	94.6	78	159	Cyrus Cook.
Kankakee.....	830	20	734	690	94	213	265	A. E. Rowell.
Peoria.....	2188	19	2031	1949	95.9	148	1065	J. E. Dow.
Centralia.....	577	22	510	475	93.1	102	315	J. V. Holloway.
Henry.....	352	17	301	265	87	109	93	J. S. McClung.
Ottawa.....	1359	20	1219	1149	97.7	65	822	T. H. Clark.
Elgin.....	928	20	848	817	96.4	214	372	C. F. Kimball.
Byron.....	95	22	89	72	80.7	20	31	C. D. Mariner.
Chicago.....	30710	25	28089	26841	95.6	7237	11473	J. L. Pickard.
Creston.....	100	22	92	86	93.4	7	34	P. R. Walker.
Litchfield.....	1008	19	624	593	95	38	250	B. F. Hedges.
Belvidere.....	305	18	282	263	93.5	26	142	H. J. Sherrill.
Shelbyville.....	438	20	398	349	90	143	73	J. Hobbs.
Galesburg.....	1637	20	1484	1404	94.6	351	416	J. B. Roberts.
Clinton.....	527	25	453	413	91	41	236	S. M. Heslet.

EDUCATIONAL NEWS.

ILLINOIS.

NOTES FROM CHICAGO.—Another of Chicago's old principals has retired from active service. With the month of February Mr. F. S. Heywood, for nine years Principal of the Ogden School, laid aside the toga of pedagogical office for active business. His experience as a teacher covers a period of eighteen years. Previous to coming to Chicago, he spent three years at Portsmouth, Va., and six years at Elgin, not to mention the proverbial first experiences in sundry district schools in his native Massachusetts. Mr. George W. Heath, of Racine, Wis., succeeds Mr. Heywood in the Ogden, and has entered upon his duties.... Miss Maria A. Parrey teacher of the High-School class of the South Division, resigned in February. Mrs. Ella F. Young, Principal of the School of Practice, was transferred to fill the vacancy. Mrs. Caroline A. Wygant, Head Assistant at the Washington, was elected Principal of the School of Practice, and Mrs. Lizzie N. Cutter, wife of the Principal, was elected Head Assistant at the Washington.... Several important changes in our 'Normal Course' have been adopted by the Board of Education, on the recommendation of the Superintendent, to wit: 1st. The standard of admission has been raised so as to include Algebra, Physiology, Physical Geography, and Universal History. 2d. The term of study will cover a period of three years in stead of two. 3d. There will be two examinations annually for admission. 4th. Two classes will be graduated annually. Thus it will be seen that four years of study in stead of two will be required beyond the grammar-school course of those who are to become teachers in our schools. The above action relative to our normal pupils renders the following resolution, adopted by the board at its last meeting, pertinent and proper:

Resolved, That all candidates for position as Teachers in the Public Schools of this city be examined upon Reading, Orthography, Arithmetic, Grammar, Geography, Physiology, History, English Literature, Algebra, Geometry, Physical Geography, Science of Government, Music, and Elements of Natural Sciences; and in no instance shall any such candidate receive a certificate to teach unless he possesses a knowledge of the foregoing studies at least equal to that required of the Senior Normal Class upon graduation.

At the same meeting of the board the following resolution was offered and referred to the Committee on Examination of Teachers, where it is to be hoped it will find a *quiet grave*:

Resolved, That all Teachers of High-School classes, Principals of Primary Schools, and Teachers in Grammar grades, including Head Assistants, be examined upon all studies enumerated in the resolution of Mr. Walsh, in relation to candidates for position of teachers, at such time previous to the commencement of the next school year as to them may be most convenient; and any of said Teachers or Principals of Primary Schools who shall, upon such examination, fall below an average standard of 75 shall be dropped from the positions now held, respectively, and assigned to teach in the primary grades, and the vacancies thus created, if any, shall be filled by the transfer of competent teachers from either the grammar or primary grades.

....At the Principals' Association for March, the committee appointed for that purpose reported the following

SYLLABUS OF LANGUAGE LESSONS:

10th Grade.—1. Conversations. 2. Writing all the words learned in the grade. 3. Construction of short sentences containing one or more given words of the grade.

9th Grade.—1. Conversations. 2. Writing all the words learned in the grade. 3. Construction of sentences containing one or more given words contained in the grade. 4. Writing sentences dictated by the teacher.

8th Grade.—1. Conversation. 2. Construction of sentences from given words in the grade. 3. Writing sentences dictated by the teacher. 4. Construction of sentences expressing facts observed—both oral and written.

7th Grade.—1. Conversation. 2. Construction of sentences from given words in the grade. 3. Construction of sentences expressing facts observed—oral and written. 4. Description of pictures—both oral and written.

6th Grade.—1. Conversation. 2. Construction of sentences from words in the grade. 3. Construction of words expressing facts—oral and written. 4. Description of pictures—both oral and written. 5. Construction of sentences differing in language but expressing the thought of those in reading-lessons.

5th Grade.—1. Conversation. 2. Construction of sentences from words in the grade. 3. Construction of sentences expressing facts observed and truths learned. 4. Sentences containing the thought but not the diction of the reading-lesson. 5. Reproduction of incidents or stories related by the teacher—both oral and written.

4th Grade.—Conversation. 2. Sentences expressing facts learned and truths observed. 3. Correction of improper expressions heard during the day. 4. Sentences embodying the thought of the reading-lesson. 5. Reproduction of incidents and stories related by the teacher—oral and written. 6. Giving description of objects by answering questions.

3d Grade.—1 Conversation. 2. Giving a connected statement of observations and truths. 3. Correction of false syntax. 4. Reproduction of the thought contained in the reading-lesson. 5. Reproduction of incidents and stories related by the teacher—oral and written. 6. Giving description of objects by answering questions. 7. Epistolary composition.

2d Grade.—1, 2, 3, 4, 5, 6, 7, same as 3d Grade. 8. Instruction in the forms and knowledge of business papers.

1st Grade.—Same as 2d. 9. Writing compositions.

BELLEVILLE.—County Superintendent Slade gives his whole time to visiting the schools of his county. . . . Vocal music has been introduced into the city schools, under the superintendence of Prof. Emil Feigenbutz. . . . Miss Lizzie George has been chosen successor to Mrs. Susie M. Phillips, resigned.

GALESBURG.—The Board of Education has organized a training-class in connection with the High School, for the purpose of preparing teachers for their work. The class will be under the instruction of Superintendent Roberts. It is expected that its members will be ready at any time to supply the places of teachers temporarily absent, without compensation. The class will be the medium through which new teachers will gain their first experience. No teacher will receive an appointment who has not had some familiarity with the practical work of the school-room. . . . Galesburg is a thriving city. Few places in the state have grown more rapidly during the past ten years than she has. She has a reputation as a seat of learning equaled by but few towns in the West. Yet the other day her inhabitants voted down a proposition to build a couple of much-needed school-houses, though intended to cost only \$10,000 each; from which we infer that her fame for liberal culture has about reached its summit. Even the ability of her colleges will not make her attractive as a place to which the young should be sent for higher education. It may possibly be that the educational apathy of the place is one of the obstacles against which these institutions have had to contend.

MASON CITY.—F. C. Garbutt, for two and a half years principal of the school at this place, has resigned his position 'to seek a better climate and a wider field'. Aside from the very strong approval of his work by the community for which he has labored, Mr. Garbutt leaves behind him the best possible evidence of the success of his labors in the improved condition of the school of which he had charge. During the year '68-'69 the per cent. of attendance was 84.7; during '69-'70 it was 92.2; during the present year it has been 95.5. During the first year the average monthly tardiness was 381 cases; during the second year it was 149; during the present year it has been reduced to the extraordinarily small number of 4, though the average number belonging has been never less than 330. But few teachers can refer to so successful a record as this. Mr. Garbutt has been a faithful and conscientious laborer for the promotion of the interests of his school. Miss E. Hammond, the first assistant in the school, will succeed to the principalship.

PEORIA.—This city is beginning to feel the results of better management in her schools. More systematic instruction, better discipline, more regular attendance, and progress generally, are apparent to those conversant with them in the past and the present. The Board of Education are manifesting a lively interest in the work intrusted to them. . . . Under the direction of Superintendent Dow, the monthly institutes have become what all such gatherings should be, meetings from which each one may go away feeling stronger for his work. At the last institute an admirable class-exercise in ninth-grade reading was given by Miss Spandau, of the Second-District School, and a similar exercise in music by Prof. Swentzel.

Miss Couch, of the Sixth-District School, read an essay, full of valuable hints concerning school management; and Dr. Lucas gave an instructive lecture on the subject *Digestion*. . . . Through the activity of Mr. Coy, the donation of a large number of specimens illustrative of geology, conchology and natural history has been secured for the High School, and cases procured for them. . . . At a late meeting, the Board of Education appointed a committee to secure from the Board of Supervisors the permanent location of the County Normal School in the city. The Normal has thus far had a more rapid growth than during any previous year, its total number of pupils having been 88, and its average number 48. . . . At the close of the term the High School gave an exhibition for the benefit of their apparatus fund, the net proceeds of which were over \$460.

SHELBYVILLE schools held an exhibition during vacation, realizing \$108 for the purchase of an organ for their use.

ALEXANDER COUNTY.—An institute, under direction of the County Superintendent, J. C. White, Esq., was held in Cairo during the last three days of March. The Cairo public schools were in session during the first day, and members of the institute from out of the city spent the day in the schools. Appropriate and valuable addresses were delivered during the evening sessions, by S. P. Wheeler, Esq., Rev. C. H. Foote, Dr. R. S. Brigham, and J. H. Oberly, Esq. The drill exercises were conducted by teachers of the Cairo public schools. The attendance of teachers was larger than usual, and a commendable degree of interest was manifested among the citizens. Joel G. Morgan, Esq., was present, and delivered the closing address.

E.

DUPAGE COUNTY.—The teachers of DuPage county assembled at Hinsdale, March 29th, 30th and 31st, and held their semi-annual institute. One hundred and twenty teachers were present, from various parts of the county and elsewhere. County Superintendent C. W. Richmond presided during the holding of the institute. Exercises in the various branches taught in our common schools were conducted by the teachers of the county. Essays were also read, which added greatly to the interest of the institute. Some time was spent in discussing the following subjects: *Mental Arithmetic and Modes of teaching it; Introduction of Gymnastics in our schools;* and methods of teaching *Spelling and Oral Grammar*. On the evenings of the 29th and 30th most interesting lectures were delivered: the former by Henry L. Boltwood, Esq., Principal of the High School, Princeton, on *Successful Teaching*; and the latter by James Clafflin, Esq., of Lombard, on *Tact in the School-Room*. Under the management and supervision of our County Superintendent, the institute has been the means of raising the standard of teachers throughout our county. It has become an important educational agency. The spirit of progress has been awakened, and its influence is felt in our schools; and, as a result of a mingling-together of earnest teachers on occasions like this, a higher standard of attainment is established.

M. A. YALDING, Sec'y.

FORD COUNTY.—The spring session of the Teachers' Institute was held at Paxton, beginning April 17th and continuing five days. The first evening was devoted to a teachers' conference-meeting; one evening to a discussion of *Compulsory Education*, by the members of the institute. Dr. Edwards was present three days, and lectured two evenings. Except the work done by Dr. Edwards, the exercises

of the institute were conducted by James Brown, County Superintendent; R. A. Edwards, Principal of Paxton Graded School; L. D. Thomas, Principal of Piper City Graded School; and Miss E. J. McFarland, teacher in Paxton school. Several teachers present gave an account of their experience and success in using the *word method*, and all took an active part in the entire work, making this institute decidedly the best ever held in the county.

FULTON COUNTY.—We take the following items from Superintendent Benton's report of the schools of Fulton county from September, 1870, to March, 1871. Number of teachers visited, 192; pupils enrolled, 8,437; average daily attendance, 6,770; pupils in alphabet, 133; orthography, 8,304; reading, 7,484; penmanship, 5,610; grammar, 1,610; geography, 2,784; mental arithmetic, 3,950; practical arithmetic, 3,703; United States History, 360. The number in higher studies was, of course, small, yet we should judge quite large considering the comparatively large number of pupils in the country schools. Of the 86 teachers holding first-grade certificates, 45 were females; and of the 106 holding certificates of the second grade, 60 were females. The average monthly salary is \$36.67, ranging from \$30 to \$155.55 with males, and from \$20 to \$65 with females.

LIVINGSTON COUNTY Institute will meet at Forrest, May 30th, and continue in session four days.

LOGAN COUNTY.—The Atlanta Argus of April 1st says that L. T. Regan, County Superintendent, has, since November 1st, visited all the schools of the county, traveling 884 miles in so doing, held three township institutes, delivered seventeen evening lectures, examined fifty candidates for certificates, written 233 letters, and spent sixteen days in office work.

MACON COUNTY.—Superintendent McKim has issued a circular to the teachers of his county advising them of his spring examinations, and containing some important hints for the future. He states that, inasmuch as, during the past year, many more have been licensed than have taught, his purpose is to raise the standard of qualification for certificates. "That a person has taught a number of terms stands to his discredit rather than to his favor, if he is still found merely at or below the required standard; for it is nonsense for a person to talk about advancing others when he himself has not advanced, or is on the retrograde." He has appointed a definite time when he expects to see the teachers of his county at his office for the purpose of considering some plans for keeping a daily register of attendance, making programme of daily exercises, keeping records of recitation and deportment, uniformity of promoting pupils from one study to another, and proper division of a pupil's time between the studies taught. He urges his teachers to *prepare, improve, keep improving.*

FROM ABROAD.

Boston.—Hon. J. D. Philbrick, Superintendent of Schools, receives a salary of \$4,500, and has a horse and carriage furnished him. There are also employed in the schools 4 head-masters, at a salary of \$4,000 each; 1 head-master, at a salary of \$3,500; 41 masters, at \$3,000; 39 sub-masters, at \$2,400; 9 ushers, at \$1,700; 1 female principal, at \$1,700; 4 high-school head-assistants, at \$1,500; 19 high-school assistants, at \$1,000; 33 masters' assistants, at \$700; 420 grammar-school assistants,

at \$700; and 325 primary teachers, at \$900. Also, special teachers in Music, Modern Languages, etc.

CALIFORNIA.—At the recent commencement, a class of twenty-one pupils graduated from the State Normal School. The attendance has reached 168 during the year, the ninth of its establishment. The school opened in 1862, with three or four pupils, and had only 31 during the first year, 67 the second, and 75 the third. It is about moving its quarters from San Francisco to San José, where new and very fine buildings are being erected for it.... The proceedings of the last meeting of the State Teachers' Institute have been published in a neat pamphlet of 78 pages.

CONNECTICUT.—The City of New Haven has taken measures for the instruction of her truants and vagrants which seem to us sensible and efficient. "The Board of Education has founded two special schools which are to be devoted exclusively to the reception and training of truants and children who are expelled for incorrigible behavior from the free schools. The police, wherever finding truants or vagrants, can convey them to these special schools, and if they still persist in truancy or bad conduct, the city court has the power to send them to the State Reform School, or to the alms-house, as it may judge best. In addition, every manufacturing establishment in the city has posted up a conspicuous notice that it is liable to a fine of one hundred dollars if it furnish employment to any minor under fourteen years of age, who has not attended school at least three months in each year. And employers also give notice that they are required by law to see that all persons in their employment, under twenty-one years of age, know how to read and write and are familiar with the elements of arithmetic.".... As a state, Connecticut has awakened from the educational lethargy into which she had fallen; the rust of inactivity which had for years gathered upon her educational weapons has been worn away, and she appears again active in the good fight as when she stood foremost among the states. Her normal school is revived and flourishing, her state institute is excelled by none in New England, and new school-houses are rapidly building all over the state.... The Connecticut School Journal is started anew, and has taken place at once among the ablest journals of the country. It is published at New Haven, for \$1.50 a year. H. C. Davis, Editor.

IOWA.—An association of county and city superintendents and principals of grammar schools for the northern part of the state has been formed. At its last meeting, during the holidays, steps were taken to secure the establishment of a normal school for that section, and a committee was appointed to solicit bids from various towns for its location. A uniform standard of attainment was established for the admission of pupils to high schools, and for granting certificates to teachers. Sixty per cent. was adopted as the minimum in each case. Provision was made for a normal school for one month, April, to be held at Iowa Falls. Prof. Jerome Allen and Mrs. Randall, of Oswego, will be present as instructors.... We have been much interested in the reading of the semi-annual report of Superintendent W. E. Crosby, of the Davenport Schools. The statistical part of the report shows the schools to be in very excellent condition. Below the High School the course of study is divided into nine grades. Of the 2,604 pupils in the schools on a given day, 575, or 22 per cent., were in the lowest grade, and 1,448 in the

three lowest grades. Seven hundred and forty-two pupils study German. One of the events of the year has been the reëxamination of the teachers in the schools. For the purpose of ascertaining the fitness of the teachers for their positions, the board decided to examine, first those in the lower grades, and next those in the grammar and high schools. All were examined in the branches of the common schools and in Theory and Practice. In addition, the higher class was examined in Algebra through simple equations, three books of Geometry, Physical Geography, Physiology, Natural Philosophy, English Literature, and Ancient History. The general result of the plan is considered salutary. While only two teachers failed to sustain themselves, all were led to refresh their knowledge of the subjects named, many were induced to enter upon new and higher studies, and to investigate questions connected with education, greatly to their own profit and their improvement as teachers. The report ably discusses *Method of Instruction*, *Irregular Attendance*, and *Use of Text-Books*.

KANSAS.—With the April number the connection of Prof. L. B. Kellogg with the Kansas Educational Journal, as its editor and publisher, ceases. Prof. Kellogg has been connected with the journal ever since its inception, seven years since. Through its pages he has labored efficiently in giving form and strength to the educational system of the state, and he now retires from its direction after having made it an essential aid to all engaged in the educational work. He is succeeded by Mr. J. A. Banfield, Superintendent of Schools in Topeka, and Prof. R. B. Dilworth, of the State Normal School.... A nearly successful attempt was made by the late legislature to abolish the use of corporal punishment in the public schools of the state.

MICHIGAN.—*University*.—The number of students in the Department of Science, Literature and Arts is 488, of whom 60 are Seniors, 91 Juniors, 89 Sophomores, 139 Freshmen, and the remainder in selected studies, chemistry and pharmacy. The Department of Law has 307 students, and that of Medicine and Surgery 315; making a grand total of 1,110 students. The Academic Department has gained 22 during the year, while the Law Department has lost 1 and the Medical 23. Twenty-five states and Canada are represented in the institution. Illinois contributes in all 115 students. The history of the University has demonstrated the fact that a large majority of the students who leave college before graduating are from the scientific course. The legislature has granted the University \$75,000 for a new building.... Detroit has 26,641 children between five and twenty years of age, of whom 42.2 per cent. are enrolled in the schools, and 27.2 per cent. on the average attend school. After trial, the experiment of assigning to each principal the charge of all the schools in a given district is considered very successful. The library in the care of the Board of Education contains 18,717 volumes.... Profs. D. P. Mayhew and A. A. Griffith have resigned their positions in the faculty of the State Normal School. Prof. J. Estabrook, for several years past Superintendent of Schools at Saginaw, has been elected Principal in place of the former.... The House of Representatives have killed the bills abolishing the system of county superintendency and establishing a uniform system of text-books, which had passed the Senate.... President Calder, of Hillsdale College, has resigned, to accept the presidency of Pennsylvania Agricultural College, made vacant by the death of Dr. Burrowes.

MISSOURI.—The Washington University has, by its last catalogue, 747 students, of whom 33 are in the Collegiate Department, 34 in the Law Department, and the rest in inferior schools. The University is in luck, having lately received gifts to the amount of \$225,000 to aid in its work. . . . St. Louis has 12,006 children in school under ten years of age, and 11,471 between the ages of ten and sixteen. The pupils in her schools remain an average of five years each. It is recommended by the superintendent that in some parts of the city children be admitted to school at the age of five years. In the day schools are 424 teachers, teaching 24347 pupils, and in the evening schools 42 teachers, teaching 2464 pupils. She has 7.8 per cent. of her population in school, while Cincinnati has 11.5 per cent., and Chicago 13 per cent. Of her whole number of pupils there were only 529 who attended the full 200 days of the past year. Superintendent Harris, in his annual report, states that within fifteen years the schools of the city have been entirely remodeled, and the plan of coeducation of the sexes adopted with admirable results. He says that the results are greater economy in expense, continual improvement in discipline, great improvement in instruction, and a more sound and healthy individual development. We deem his opinion on the subject of suspension from school of great value, and are glad to present it to the teachers of our own state, between whom there are diverse opinions: "In a community where children are allowed so much liberty—not to say *license*—at home, the problem of discipline at school would seem at first to be a difficult one. This indeed it is, if harsh measures are resorted to. By the adoption of a different ultimatum (and eschewing for the most part corporal punishment), the problem is easily solved. I refer to the *suspension* of the pupil in the place of severe chastisement. Those who favor the use of corporal punishment say: 'Would you turn the pupil out on the street, and thus deprive him of his education, because he is unruly?' I reply: Yes, it would be far better to deprive an occasional pupil of his education than to lower the moral temperature of the whole school by exhibitions of brutalizing and degrading punishments. The mere consciousness of their imminent liability to such punishments works a radical change in the feelings of all the pupils toward their teacher, and does much to undermine the very basis of morality above stated, to wit: *Self-Control*. But the practice of suspension as carried out in our schools does not have the result to exclude pupils from school altogether. It is the lever by which the parent is compelled to share the responsibility of supervision over his child and to perform his duty in reinforcing the feeble moral powers which he manifests. Pupils that fail in this respect at one school are generally tried in another and another, and rarely fail to succeed in the end and to obtain mastery over their impulses. The support of the parent is all-important in the school, and this can never be fully obtained if corporal punishment is administered freely. What we have gradually abolished during the past two hundred years—the whipping-post,—first from the municipality, then from the army, and last from the navy, certainly will be abolished ere long from the school-room, and the people of the future will wonder how it ever found defenders. Those hardened cases that do not reform after repeated suspensions should by all means be taken from under the control of their parents by the arm of the civil authority, sent to the reform-school, and placed there under military discipline for a sufficient period to train them *mechanically* into those habits of civility which they fail to develop spontaneously. The subject of reform-schools of various kinds is attracting much attention, especially in

the East, where the establishment of truant-schools is proving a very successful expedient for the relief of the regular school system."

NEW JERSEY.—By the kindness of Prof. John S. Hart, Principal, we are in receipt of the report of the State Normal School for the year ending October 31, 1870. The number of pupils in the Normal Department was—gentlemen, 36; ladies, 256; total, 292. The average number was—gentlemen, 23; ladies, 142; total, 165. The number of graduates was 23, of whom two were gentlemen. The financial exhibit for the year was—receipts, \$22,861; disbursements, \$22,786.05. Of the receipts, \$12,180.91 were for tuition in the Model School. Connected with the institution is a boarding-house, in which all the lady pupils are expected to reside. The expense of board, room, fuel, lights and washing is \$3.50 per week. The salary of young men on graduation is from \$600 to \$800.

NEW-YORK SCHOOLS.—*Superintendence*.—General Superintendent, Henry Kiddle; salary, \$4,750. First Assistant Sup't, Grammar Schools, T. F. Harrison; salary, \$4,200. First Assistant Sup't, Primary Schools, N. A. Calkins; salary, \$4,200. Second Assistant Sup't, Grammar Schools, J. H. Fanning; salary, \$3,800. Second Assistant Sup't, Primary Schools, William Jones; salary, \$3,600. Mass. Teacher.

PENNSYLVANIA.—We are indebted to Hon. J. P. Wickersham for a copy of his valuable Report of the Common Schools of this state. From it we take a few figures, which will give an idea of the public schools of the state as compared with those of our own state. The whole number of teachers is 17,612; average salary of male teachers per month, \$40.66; female teachers, \$32.39; average length of school term, 6.06 months; number of pupils, 828,891; average number, 555,941; percentage of attendance upon enrollment, .68; average cost of tuition per month for each pupil, \$.98; cost of schools, including expenditures of all kinds, \$7,771,761.20; estimated value of school property, \$15,837,183.

NOTICES OF BOOKS AND PERIODICALS.

(²⁴) To those desirous of gaining information concerning the Kindergarten methods, this latest work on the subject will be found very suggestive. It is written with a view to the introduction of the system into common schools—an idea excellent in itself, but which must have its way paved before it with much preparatory instruction of teachers, a good deal of popular discussion, and some legislation, before it can be made successful. Nevertheless, every primary teacher can gain from this book many hints which will be valuable to her in her daily instruction. Here are many exercise-songs in both English and German, with directions for their execution; rhymes and stories profitable for children to hear and learn; and directions for teaching drawing according to Froebel's plan, with a number of models. We commend the work to all teachers of young children and those in charge of the lowest grades in school.

(²⁵) TEACHERS have often been troubled to find a suitable collection of musical

(²⁴) THE KINDERGARTEN: A Manual for the Introduction of Froebel's System of Primary Education into Public Schools. By Adolf Douai. E. Steiger, New York. Price, \$1.00.
 (²⁵) CHANT AND HYMN SERVICE FOR SCHOOLS, By Asa Fitz. D. Colesworthy, Boston.

exercises for use in the devotions of the school-room without incurring too great expense. A little book has been issued which seems to answer just the desired object. It contains about ninety appropriate hymns and chants, with tunes accompanying, and is in form convenient for use. At a light cost one of these could *Songster*, by the same author, are calculated to render valuable aid to the teacher. be placed in each desk in a school-room....The *School Drama* and *National*

(²⁶) A CAREFUL examination of this collection of school songs impresses us with its excellence. The elementary department is simple, so that any teacher who can sing the scale correctly can easily teach the book successfully. The instructions for the use of the teacher are comprehensive and very plain. We notice many fine songs for one, two, three and four parts. The mechanical execution of the book is good.

(²⁷) THE *Mississippi Educational Journal*, now three months old, is one of the ablest journals in the country. It seems to be established for the purpose of helping forward the cause of education, and not as an adjunct to some private enterprise. Its articles, original and contributed, are first-class, and editorially it speaks with a strength and tone that will command the respect of all. The more such papers throughout the South, the better. We wish the Journal all success in its mission. Published at Jackson, by H. T. Fisher, for \$2.00 a year.

(²⁸) THE *Public-School Journal* is the name of a weekly paper, chiefly the organ of the public schools and school-teachers of the City of New York. It possesses life and variety, and its later numbers shows that there are, among the teachers, many sensible writers, expressing their thoughts in terse and pointed language. We are glad that the seclusion is ended, and that they are opening an intercourse with the world outside of Gotham. It is published by Stout & Coughlin, for \$2.50 a year.

(²⁹) SCIENCE has revealed to us the fact that with the unaided sense we can know of scarcely a tithe of the wonderful things in the world about us. The telescope opens the eye to a range of vision of which the ancients never dreamed, and the microscope shows us the structure and habits of a world of atomic life not less wonderful, but more interesting to the general student. Of such importance and absorbing interest has the study of Microscopy become, that those engaged in it have felt that there was a demand for a journal specially devoted to that science, and, as a result, the first number of the *American Journal of Microscopy*—and we may say the only journal of the kind in this country—has appeared. If subsequent numbers shall contain so much that is new, interesting and valuable as this one, the need of such a journal is fully demonstrated. With a cheap instrument and this journal in hand, pleasant instruction can be brought into many hours otherwise given to idleness, if not to something worse. The Journal is published for two dollars a year. E. Speakman & Co., Chicago, General Subscription Agents.

(³⁰) WE have received the first two numbers of the *Western Penman*, published monthly, for \$1.00 a year, by J. S. Conover, Coldwater, Mich. Its articles on its special subject, of which each number contains two or three, are valuable contributions to educational literature. Its separate sheet of practical lessons in writing contains many excellent hints for the use of teachers in class instruction.

(³¹) *Home and Health* is the name of a new sanitary monthly, published by W. R. DePuy & Brother, 805 Broadway, N. Y. It is not an exponent of any school of medicine, but will appropriate things good from all sources. Its purpose is to discuss health and disease in an untechnical manner, and to instruct the common people upon matters of health and physical comfort. The articles in the number before us are attractive in style and of great interest to the general reader. Subscription price, \$1.50.

(³²) THE *Chicago Courier*, published by Bryant & Chase, Chicago, is filled with valuable articles discussing the questions of the day—social, educational, and literary. Upon matters connected with political economy and business life its discussions are both able and sensible. The Courier is well calculated to infuse its readers with a spirit of healthy progress.

(³³) THE DIadem OF SCHOOL SONGS. By Wm. Tillinghast. Schermerhorn & Co., New York.

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EDUCATIONAL ANALECTS.—SECOND PAPER.

BY J. H. HOOSE.

A. ONE ITEM OF ORDINARY BUSINESS LIFE—SUGGESTING A QUESTION AND ITS DISCUSSION.

A FEW days since—I am writing on the fourteenth day of April, eighteen hundred and seventy-one—a committee representing a school board called upon me to inquire concerning a certain person with whom they had had some conversation with reference to giving the said person employment as a teacher in the school of which they represented the management. The committee assumed that the person in question has the amount of culture, of address, moral character, and scholarship, requisite for the place sought. The only special point of inquiry was: Does this candidate possess, in a sufficient degree, the force of character necessary to discharge successfully the duties connected with this position?

The answer to this direct question reads: This candidate does not possess it in excess; neither is it wanting. Of the two clauses the former is the more emphatic—the latter can be used to illustrate the delicate waves and slides of the voice, inclining to the upward at its close.

The committee said: We see. The bargain between the trustees and the candidate was not completed, and the negative decision of the committee was not without foundation and good business discretion.

The central thought in the above, stated interrogatively, is this:

What is Force of Character?

I. Man's actions are known by his fellow man, by himself, by his God—by one, or by all.

(a) The knowledge of a man by his fellow man—the space of the social and civil world occupied by the individual—is, in general, his **REPUTATION**.

(b) That is, the extent of a man's reputation is limited by the number of individuals who possess knowledge of him.

(c) The deference paid to the opinions, deeds, life of the man, and the value set upon them by those who know of him, are the measures of his **weight of reputation**.

(d) The knowledge of a man by himself and by his God—the thoughts, desires, appetites, feelings, of one's own heart, as known to himself by personal experience, and as they are known to the Omniscient—this is his **CHARACTER**.

(e) That is, a man's real character is known absolutely only to himself and to his God.

(f) But in so far as a man's outward walk and conversation are a faithful index to his inner, real life, in that same degree may his character and his reputation be in accord; hence, a man's character may be known somewhat unto his fellow man.

II. In general, man's action is the external manifestation of the unit-force of the conjointly-exerted energies of the following soul-powers:

(a) The intellect—being the knowledge element.

(b) The will—being the volition element.

(c) The motive—being the element of special attracting force. It is here considered as the prompting element, *i. e.*, the attractive, or affinitive, force which the more immediately causes the volition element to discover itself by action.

(d) the sensibilities—being the element of feeling. Since the feelings so materially influence the will, affect the intellect, modify the power of motives, it is not deemed advisable to consider this element of action as distinct; but rather to regard it as a force that may modify somewhat the several individual results that are obtained in this investigation.

NOTE.—Physical conditions and states of health greatly modify the effectiveness of the manifested powers. Other things being equal, that person who possesses the best constitution and health will possess the greatest amount of unit-force, of energy, of soul-power. In this discussion no allowance is made for difference in physical conditions.

III. Discarding the almost infinite number of varying degrees of strength in which the above-named powers may, and do, actually exist in man, it is sufficient for the present to classify as follows:

(a) The intellect may be forcible or weak. Assume the intellect of strength to be represented by the letters Fi ; then will Wi indicate the intellect that is said to be lacking in force.

(b) The will may be strong or weak. Assume Fv to represent the strong powers of volition, and Wv those deficient in force.

(c) The motive may be good or bad. Assume Gm to represent the former, and Bm the latter.

(d) Hence there appear six principal elements of action: Fi , Wi , Fv , Wv ; Gm , Bm .

Discarding varying degrees, as before, these can enter into a limited number of definite relations.

IV. Definite relations—in arrangements by threes—can be established from these six principal elements. Into no one of these arrangements should there be admitted any two divisions that will tend to neutralize each other—*i. e.*, a strength and a weakness of the same element, as of will-power. Very few individuals, if any, ever possess in character the two extremes of the same power at the same time.

Arranging, there are these formulas:

1. $Fi\ Fv\ Gm$

2. $Fi\ Fv\ Bm$

3. $Fi\ Wv\ Gm$

4. $Fi\ Wv\ Bm$

5. $Wi\ Fv\ Gm$

6. $Wi\ Fv\ Bm$

7. $Wi\ Wv\ Gm$

8. $Wi\ Wv\ Bm$

V. Force, strength, is opposed to weakness. Force is that which does, that which accomplishes, that which causes progress. Hence, by inspection—and by observing that will-power in the formula of character is stronger than intellectual power—there follow:

(a) Formulas (7) and (8) represent the least force of character.

(b) Formulas (3) and (4) represent the next greater.

(c) Formulas (5) and (6) show the next in order.

(d) Formulas (1) and (2) contain elements representing the greatest amount of force of character. But formula (1) differs from formula (2) only in the kind of motive: whence,

(e) Force of character is independent of the *kind of motive*. That is, an individual can show a force of character in leading a life of vice, as well as in following the paths of virtue. Or, a good man may possess force of character—and so also may a wicked man. But,

(f) When it is considered that the approval of one's own conscience, and the approbation of his God, are very strong influences to restrain and keep within the ways of right—and that the opposite is true of vice—it follows that formula (1) indicates a far greater and truer force of character than formula (2), because of the contrast of

motives shown by them. Indeed, all true force of character must rest upon the principles indicated by the first—force of intellect, force of will, and the strong force of good motive—these are the elements. This is genuine. If there can be any possible exception to this, it must be when the individual has become hopelessly and utterly depraved—when his chief delight is in his intimate relationship with the Prince of the Bottomless Pit. In this case, allowing it possible, the bad motive must have entire control of the person, so that the motives for good actions could exert no counter influence. Whence, finally:

(g) Force of character is the measure of man's ability to accomplish, to overcome difficulties, to succeed in his undertakings. And the better the motive prompting, other things being equal, the more effective the force of character.

B. SOMEWHAT ADDITIONAL TO THE MAIN DISCUSSION—EXPANDING IT.

I. Force of character is known by the external—the acts of man. It is not enough that there be strength and power of the elements of the act; these elements must be in complete subjection—the will, the intellect, the motive, all must yield to the absolute dictates of the will—self must be subject to self—*i. e.*, the inertia of the will must be controlled by the intelligence, the motive, the feeling. Even the physical conditions should be such that one's blood and nerve may not unduly outgeneral the sober judgment. The force of steam is worthless unless subjugated and directed.

Hence, force of character, as shown in action, requires energetic and efficient self-control, and right direction of elemental powers. Saith Solomon: "He that is slow to anger is better than the mighty; and he that ruleth his spirit than he that taketh a city."⁽¹⁾

If any one member of the physical organization of man manifest by its acts the amount of self-control possessed over himself by any individual, that member is the tongue—that unruly member, concerning which Solomon says: "The tongue of the just is as choice silver."⁽²⁾ "Death and life are in the power of the tongue."⁽³⁾ Also, "Their princes shall fall by the sword for the rage of their tongue."⁽⁴⁾ The common name for the principle contained herein is 'Discretion'. This manifestation of character is often spoken of from the following standpoint: "Good members of society are produced by such discipline as develops in the pupil the power of mastering his personal likes and dislikes, and choosing a reasonable course."⁽⁵⁾ It is not a very unwise

⁽¹⁾ Prov. 16: 32. ⁽²⁾ Prov. 10: 20. ⁽³⁾ Prov. 18: 20. ⁽⁴⁾ Hosea 7: 16.

⁽⁵⁾ Late Report of Public Schools of St. Louis, by Sup't Wm. T. Harris.

direction, this: That a man's control of his tongue is a general sign of his self-control, and so, indirectly, of his force of character.

II. But self-control is not the only sign of force. Before a man can properly claim to have force of character, he must be in the habit of succeeding in his undertakings—he must succeed habitually. There may be an occasional failure, but the extraordinary circumstances connected with the work should fully account for it.

The popular language of this state of habit is: "Never say I ca' n't"—"Where there's a will, there's a way." Of some men it is said that discouragements and difficulties serve only to increase their effective force of character. Notable examples illustrating this trait of character are found in Frederick the Great, Luther, Napoleon I, Washington.

Students give marked illustrations of this habit in preparing their lessons. Some recite well uniformly, others fail almost before they begin a recitation; some are habitually prompt, others constantly fail to keep up with the minute-hand on the dial. This force of character, as shown in habitual promptitude and regularity, is called "the basis of all virtues."⁽¹⁾

III. Again: An individual who never undertakes any but the most ordinary and irresponsible kinds of labor, or who constantly refuses to assume responsible tasks, can have no good claim to a possession of force of character.

A genuine character is ambitious to excel—it will not stay hidden—it is like the latent life of the kernel which will grow if it but touch the ground; it is like the leaven in the meal, which enliveneth the whole loaf.

This phase of character is recognized in this:

"For Satan finds some mischief still
For idle hands to do."

The truth recognized in the above—ruling out the moral—is the law of growth. A twig grows: if aught is in the way of its straight growth, it becomes deformed: it will grow. So will soul-power grow, expand, in one direction or another.

The folly of attempting to keep children of character still and quiet without active employment would be aptly illustrated by filling a dish just even full of prepared flour in which was placed a large quantity of leaven, placing it near the fire and expecting the yeast to do its legitimate work and that the sides of the vessel will not be overflowed! It

(¹) Last report of Public Schools of St. Louis, by Sup't Wm. T. Harris.

will expand; if confined in a close vessel, the vessel must burst. The better the leaven—the more force of character it has,—the more will it trouble the good housewife by scaling the top of the dish and attempting sundry gyrations and evolutions out into unconfined space.

IV. Again: An individual can hardly have a just claim to genuine force of character who is not equal to unforeseen emergencies.

Straightened and unforeseen circumstances test strength of character—conditions of prosperity also are not lacking as tests. History abounds with instances illustrating this statement.

It is probable that man never manifests so preëminently his force of character as when he stands a tower of strength amidst the storm of surging, unforeseen, terrible emergencies. Of this class also is he who, foreseeing the danger, shrinks not from duty, but stands forth grandly as God has given him power, and who shows himself in his fullness of character as a Man.

V. Finally: The highest type of character is that in which, in addition to conditions already specified, there is manifested a true greatness and nobility of motive. This is the great centre keystone of the arch that supports character as character—that in which force is, for the moment, discarded.

OBSERVATION.—This being true, it follows that education has a definite starting-point and a well-defined direction in which to proceed.

Character is the actuality of the growth of the psychological elements of man's spiritual being.

"Education is the Art of which the Laws of the Formation of Character are the Science."⁽¹⁾

C. SOME QUESTIONS AND REFLECTIONS BASED SOMEWHAT UPON THE FOREGOING INVESTIGATION.

I. Can force of character be cultivated—that is, if one is deficient in the force, can the amount of it be increased by effort?

The answer to this question depends upon the answer to another: Can the elements, will and intellectual powers, be cultivated? No one denies it. Then the main question is already answered. Can an individual exercise choice as to the motives by which he is prompted to act? This question is answered by the asking, almost. Hence, the main question is doubly and affirmatively answered.

II. How can the amount of this culture be increased? By increasing the amount of culture of each of the elements—by acting with special reference to exactness of effort; by educating each power definitely and to a purpose.

⁽¹⁾ J. S. Mill, who calls this science Ethology.

An intelligent physician examines his patient, makes a diagnosis of the case, and prescribes special remedies for a definite object. He does not give a general dose of medicine compounded of ingredients in general, and then trust to Providence that in some way, he knows not how, good will come of it. And yet 'Universal Panaceas' are made by men, and multitudes of people there are who swallow these nauseous generals—for they advertise to cure all diseases, from stone-bruises to softening of the brain (pity they do not cure the latter),—in order to———remain ill and swallow more with no better results!

III. The above investigation has not attempted to take cognizance of the endless number and variety of suppositions that can be made upon the elements which enter into the eight general formulas deduced.

It is necessary in this case, as in all investigations, to assign such characteristics or data to the elements as will give desired results, if facts are to be embodied in brief generals, such as all formulas are supposed to be.

The attempt has been made to show that it is not an impossibility to discuss some of the problems of life after a manner somewhat similar to that pursued in what are called the more exact sciences.

It is not clear that Life as manifested in Man is so much different from Life as manifested in the Physical World generally. It is quite clear that all these things are of the thoughts of God as Creator.⁽¹⁾

Scientific men hesitate not to formulate when investigating scientific laws, even though they some times assign data to the elements of the formula which lead to results unexpected, or not actually true in fact. They modify the data, work out the process, and thus are continually proving their theories.

A general formula, in order to bring out definite and known results, must have correct elements from which to proceed. If the result is wrong, and the process correct, the data must be wrong—or if the data are correct, the process must be illogical. In order to show this more fully, observe the following:

Suppose it is desired to discuss either of the formulas, as (1), in which are found Fi Fv Gm . Let the item of physical health now enter definitely into the discussion. Health, in general, may be excellent or it may be feeble. Assume Eh to represent the former, then will Fh indicate the latter. This gives: (a) Fi Fv Gm Eh ; (b) Fi Fv Gm Fh .

Further, suppose it desirable to consider definitely the sensibilities

⁽¹⁾ See 'Educational Analects', First Paper, in February No. of The Illinois Teacher.

in the application to particular individuals. These may be regarded, in general, as acute, or as obtuse. Represent, respectively, by *As* and *Os*. Whence formula (*a*) above will give: (*c*) *Fi Fv Gm Eh As*; (*d*) *Fi Fv Gm Eh Os*.

Suppose, again, one individual has enjoyed better advantages in youth than another. As before, these may be classed as favorable or unfavorable. Assume *Fa* and *Ua* to represent these two divisions. Whence, formula (*c*) gives: (*e*) *Fi Fv Gm Eh As Fa*; (*f*) *Fi Fv Gm Eh As Ua*.

This can be carried out to an indefinite extent. What has been done with general formula (1) can be done with each of the eight. Hence there is a definiteness and point given to individual character that the consideration of the unit-whole can not give. Besides, educators should work definitely if they would claim a profession for themselves.

IV. What is the use of so close a discussion concerning a very common, and, as is generally supposed, such a well-understood subject, as that considered in this article?

One of the great evils of the day in the educational world is the lack of professional data in such form as shall make it definite. If Profession means any thing, it undoubtedly signifies exact, formulated knowledge—*i. e.*, science.

Long ago it was known that water would extinguish fire, and that fresh air would brighten a dull flame in a close room; but it is a very modern thing that the explanation is become known. That knowledge is now of the science of chemistry—*i. e.*, the stray facts of natural phenomena have been stowed away in some special elements of some general formula or formulas, so that the investigator, or experimenter, or man of practice, can find just the exact thing he desires at the first ring of his scientific bell.(')

A man dies—it is supposed from the effects of poison. A chemist is employed. He is a man of science, and consequently knows what ought to be done. He does it—all are satisfied. Why? Simply because he is candid, earnest, well informed, scientific—he works according to general and particular formulas, always having about him his common sense.

A child is born. It is to become a man. What shall be done? is asked of the educator—one who claims to be of a Profession—a Professional Educator. He assumes a profundity of wisdom, and says to the parent, "Educate the child!" But how? Educational facts are not

(') See 'Chemical Physics', and 'Analytical Mechanics of Molecules'.

yet so well formulated that the teacher can tell how, with a very great degree of certainty.

All teachers do more or less experimenting—they write articles giving the results. But these results are left unformulated, unsystematized. Hence the future is yet to arrange the Science of Education.

It is granted that the subject is a difficult one, but is it wise or advantageous to be content with simply skimming the surface? Is it not better to oftener attempt the subsoil, even though one meet with roots and rocks not before seen?

It would undoubtedly be a great gain to the cause of education were more engaged in close, candid investigation, seeking to discover fundamental laws of mind and the means by which a healthy soul-development could be surely secured.

“In educational journals, in my opinion, it is preferable to go to the bottom of one thing than to merely skim a great variety of topics; the disadvantages of incomplete statements are greater than in the daily political press, where matters are less scrupulously treated in general, and where twenty-four hours afterward erroneous and incomplete statements may be corrected and completed.”⁽¹⁾

V. Finally, the foregoing is put forth with much delicacy and deference. The writer does not claim to have thought out many of these things—he only claims an attempt at one or two underlying principles, in these First and Second Papers called *Analects*. But one thought is uppermost—a hope to embody facts, phenomena of experience in the educational world, in some system, or assign them to some principle or principles.

This is noticed the more especially because a general criticism is often made upon educational discussions by some of the other professions, that the points are always so general as to be almost valueless, and that they are not practical.

The aim is to be guided by some underlying principles, and to arrive at results that can be used in attempting to solve individual problems.

Whenever general formulas are given by the investigator, particular values can be assigned to the various elements and the individual results deduced by the reader.

⁽¹⁾ C. L. Bernays, in April number of ‘*Journal of Education*’.

TESTS OF CLASS-ROOM WORK.

[Continued from March number.]

BY R. EDWARDS.

7. *Is the work energetic and full of life?* "A living dog is better than a dead lion." A hammer weighing only four ounces, but moving with great velocity, will drive a nail that would not stir under a hundred pounds laid gently upon its head. So the mind of limited power and feeble faculties may, by the vigor and force and speed with which it moves, produce results that the most ponderous intellect, with sluggish movement, may fail to achieve. Mind is like iron: it can best be wrought into forms of use and beauty at white heat. Vigor, life, in the class-exercise clears the mental vision. Under its influence, pupils not only see more truth, but they see it more clearly, than would otherwise be possible. When pupils are allowed to fall into sluggish ways, they put forth no power in dealing with their lessons, but reserve their genuine effective energy for play and other things. Thus it comes to pass that many boys are ingenious and effective in play, but dull and stupid in recitation.

8. *Does the teacher talk too much?* The good-natured teacher is often tempted to help out the imperfect work of his pupils by his own explanations and suggestions; the conceited teacher loves to display his erudition, in stead of encouraging his pupils; the irritable teacher is inclined to indulge in a perpetual sputter of petty fault-finding; and the merely garrulous teacher pours forth a flood of sound, uncaused and without purpose. But these things are all bad. The profoundest wisdom that ever fell from mortal lips will fail to be interesting when repeated for the millionth time. And surely the average talk of an average schoolmaster can not hope to preserve its juicy freshness if it is too often imposed upon unwilling listeners.

Teachers ought to remember that the recitation exercise is for the culture of the pupil. Its purpose is to give him an opportunity to exercise and develop his powers. To this purpose it ought to be sacredly devoted. Not a moment of its precious time ought to be given to a mere showing-off of either teacher or pupil. And every moment of the time should be faithfully utilized. No more of it should be consumed in any part of the exercise than is absolutely necessary. How sadly wasteful of time are many teachers! The minutes in a recitation-room are some times used up, one after the other, in wordy, pointless

talk, the effect of which is to daze the pupil, in stead of arousing him to earnest and vigorous thought.

9. *Does the work of instruction seem to be systematic and consecutive?* Does the teacher seem to have a plan in his mind by which he is guided in imparting instruction? Are the facts brought forward in logical or psychological order? Is the knowledge acquired gathered up in good form for remembering? The instruction imparted in the recitation-room ought to be a perennial syllogism,—a continuous succession of inferences. It should constitute an organic whole. A pupil's knowledge must be built up, little by little, but every little in its right place. The work of to-day must fit that of yesterday, and be the right foundation for that of to-morrow. If a good text-book is used, the observance of this principle becomes comparatively easy, so far as the book only is taught. But the good teacher does much besides this formulated work. And it is not too much to say that all his teaching, oral and casual, as well as the more formal, should conform to the same requisition. Let every word go to the right spot. Let there be no random firing. Hit the white, or never bend the bow.

10. *Are the questions asked and the instructions given clear, accurate, and concise?* How much of the questioning to which pupils listen is confused, inaccurate, verbose, some times requiring a large exercise of charity to concede that it has meaning. The English language is the chief implement in the hands of American teachers. It ought, therefore, to be accurately and elegantly spoken. It would be easy to dwell upon the value of this as a means of culture,—to show how expression reacts upon thought. But the chief purpose now is to regard the effect of unskillful and inaccurate questioning upon the immediate work of recitation,—to show how it confuses and stultifies the pupil, and begets in him the same vicious habit of slovenly and unmeaning speech.

The habit of terse, accurate questioning can only be secured by a thorough study of the lesson on the part of the teacher. Before entering the class-room, all its salient points ought to be mastered. The points upon which pupils are liable to err need especial attention. Well-directed, brief, pointed, suggestive questions are the best instruments to use in helping pupils over their difficulties. Not much time should be consumed in asking them. Most of the time should be employed by the pupil, either in thinking or in expressing his thought. At such times nothing is more out of place than voluminous 'explanation'. It is not explanation that is needed, but suggestion that shall awaken thought and give an occasional hint for its guidance.

11. *Do the minds of teacher and pupil seem to run in the same channel?* Language is very flexible in its meaning. When a sentence is uttered in the hearing of a company of persons, it will convey to each one a meaning peculiar to himself. To no two will its significance be precisely the same. Any doubt upon this point will be at once removed by a frank avowal on the part of almost any two persons of what they severally understand by such phrases as 'Christian liberality', 'political honesty', etc. And if this liability to run in different channels marks the intercourse of adult persons, what shall we expect of a little child when brought into association with a highly-educated, well-developed grown man? And the difficulty is greatly enhanced if the scholar's culture has had the effect, as it often has, of turning his mind away from the contemplation of the simple mental processes of children. As a consequence, it often happens that, in the conversation of the recitation-room, the words employed mean one thing to the teacher and quite another to the pupil. In such a case it is clear that instruction is imparted under great disadvantage; and the first thing to be done is to establish a sympathy between the parties,—to bring them to the same plane of thought. And of course, to accomplish this the teacher must descend to the pupil's level.

12. *Are the questions and the instructions such as to compel the pupil to think successfully?* Two extremes are to be avoided here. One is excessive simplifying and lightening of the pupil's labor, which deprives him of all genuine, thorough mental discipline, and makes study insipid. The other is overloading the little mind, by requiring it to take the steps of an adult, and thus overwhelming it with discouragement. The work required of children should be such as they can do by good vigorous effort; no easier, no harder. Thus only can they be stimulated by the inspiration of successful achievement.

B E A R I N G B U R D E N S .

BY PROF. E. C. HEWETT.

IF we call the roll of successful men in all the departments of life and activity,—our eminent preachers, lawyers, physicians, teachers, merchants, politicians, or what not,—we shall be surprised, if we have not thought on the subject before, to find how large a proportion of them started in life at the foot of the ladder. Often they have had no

assistance from wealth, powerful friends, or advantages of any kind. Not unfrequently the aid of college or of scholastic training of every sort has been denied them. And yet, in the race for fame, money, or power, they have far outstripped others who were fully their equals in ability, besides having the aid of all these powerful auxiliaries. The great men of our time and of history are to a large extent such as are known as self-made men, which means simply that they have made themselves without external aid,—for every man who is made at all in any true sense of the word is a self-made man. Does it follow from all this that wealth, position and help of school and college are really hindrances to success. By no means; at least, they are not directly or necessarily so.

But we constantly forget that true success always comes from personal effort, clear sight, self-reliance, and perseverance, and from these alone. Hence, every truly successful man must be self-made. But external aids often shut one's eyes to this fundamental truth; and so these things, which should be helps, and would be, if properly used, become hindrances, in reality. The poor and unfriended youth, knowing that he must rely on himself alone, becoming accustomed to meet and overcome difficulties from the first, learning the value and power of personal effort, habituated to work,—to the bearing burdens,—meets things at the outset face to face, as they are; he learns his own strength and the strength of his enemies early in life. He succeeds, while the youth who trusts in his father's wealth or position, or the value of his college diploma, who has never learned to toil or bear burdens for himself, fails totally, or sinks into a position of respectable mediocrity.

How short-sighted are parents and teachers not to see this truth, so palpable! What mistaken kindness is that which would relieve the child from all toil and responsibility! And yet fathers are toiling like slaves to attain wealth or position for their families, vainly dreaming that they are thereby giving them vantage-ground in the life-struggle. Mothers are working day and night to save their daughters from not only all the cares of the household, but from even the care of their own wardrobe and personal effects. Teachers are striving to remove all difficulties from the path of their students, as though it were possible to open a royal road to learning, as though in the region of intellectual and moral growth one could travel in an express train with sleeping-car attached. As a result, it so frequently happens that the orphan boy, or the girl who gets her bread by household service, or the poverty-stricken youth who learns his lesson by the light of a pine-knot, leaves the pampered recipient of such unwise kindness so far be-

hind that almost all the biographies of distinguished persons begin by depicting the untoward circumstances of their childhood and youth.

Let us take the application of these facts right into the school-room. Is he a good teacher who works out for his pupils the hard examples arithmetic or algebra? who smooths down all the rough places in the grammar, Latin or English? who tells the inquirer just how to pronounce every hard word or where to find every difficult place on the map? Does the pupil grow in culture and true education by what his teacher does, or by what he does himself? Is it the true teacher's business to do the hard work for the pupil, or only to direct the pupil's own efforts? These questions answer themselves, if only we will not throw away our common sense, or shut our eyes to all the lessons that experience and observation ought to teach us. There can be no doubt that, other things being equal, that teacher who does the least for his pupil, but makes the pupil himself do the most, is always the best teacher. The true teacher will direct, suggest, encourage, guide, incite; but in no case will supply the motive-power or take the pupil's work into his own hands.

But will he pursue this course to save himself from labor? Is it the easiest way for the lazy teacher? By no means: it is vastly easier to solve the troublesome problem than to put the pupil on the right track and to guide him in the solution. It is easier to tell him at once how to pronounce the difficult word than to send him to the dictionary and to see to it that he looks it up faithfully and efficiently. It is easier to translate the knotty sentence than to direct the pupil how to go to work and wait for his slow and blundering steps. Teachers do not always take the worst way merely to gain the good will of lazy pupils or of fond and foolish parents; their own indolence and impatience prompt to the same false and mischievous course. The father does not always relieve his boy from the task of taking care of the horse or of working in the garden out of mistaken kindness for the boy, but simply because it is easier to do it himself than to be bothered with 'boy's work'. The mother does not always excuse her daughter from washing the dishes or mending her own garment because she would relieve her from toil, but perhaps as often because it is easier to do the task herself than to watch and wait for the slow and uncertain work of a novice.

Yet, whether the motive be misdirected kindness, or laziness, or impatience, the evil, at home and at school, is all the same. Life, from beginning to end, is a warfare; and self-knowledge, self-reliance, a clear eye, trained muscle, cultured mind, patience and perseverance, are sure to win. Life is a constant bearing of burdens; and sad it is when they

come with their full weight on shoulders unused to them. "It is good for a man that he bear the yoke in his youth."

Normal, May 10, 1871.

G E R A N I U M S .

BY B. R. CUTTER.

"Who would not have a geranium in his window?"

Leigh Hunt had very sensible ideas about these plants, and no other writer has improved on him very much. The name of this plant has been the subject of considerable discussion, and the matter settled by a sort of a division of the question thus,—all the smooth-leaved varieties being called Geraniums, and the rough-leaved 'Lady Washingtons' Pelargoniums. The people would not stand it; and, in spite of all the 'highflying' gardeners, with their parrot Latin, still call for 'Geraniums'.

The Geranium is a native of Asia, Europe, and America, while the Pelargonium is found where Artemus Ward found the Neg-rose, in Africa. I can not find any account of the first introduction to notice of this plant, but it has been cultivated hundreds of years.

Florists make the following classes, besides the common plain green-leaved variety:

Zonali, so called from the leaves being marked with a dark band or zone on the green ground.

Variegated-leaved, subdivided as follows: Golden-margined, Silver-margined, Gold-tricolor, Silver-tricolor, and Bronzed.

Ivy-leaved.—These are climbers, hanging-basket plants.

Scented-leaved, such as Rose, Apple, Lemon, Citron, Peppermint, Balm.

The Geranium is easily propagated by seed or slips. Florists usually propagate during cold weather, as they are not so likely to 'damp off' or decay. They root best in clear white sand, with a gentle bottom heat. Pot as soon as rooted, and give water and light, but do not repot till the roots fill the pot. Do not crowd the plants too closely together; turn frequently, to prevent being drawn or one-sided; sprinkle or wash often enough to keep clean.

Geraniums require a good strong soil, composed of well-rotted sods,

or old hot-bed soil, sand, and well-rotted manure, screened through your ash-sieve. Do not use it too wet, as it packs too hard.

The Geranium is one of our best bedding plants. Put out in masses, nothing can be handsomer. In the fall before frost, or early in September, secure your stock for winter by potting some of the best. Be careful and not overpot or use too large a pot. Pack some away in a box with dry sand, place them in the shade where they will not freeze till cold weather comes on, then remove to a cool dry place in the cellar or house. Early in the spring cut back and pot, and go on as before.

COURSE OF READING FOR PRIMARY SCHOOLS.*

BY MISS F. E. LINDSLEY.

MANY able and practical courses relating to this subject have been brought before the public in similar gatherings, and, from the thorough discussions following them, it is seen that we *differ greatly* as to the most *practical* course. Since the subject is limited to primary schools, such questions may arise as—Whom do you include in that department; at what age do you receive children into that section, and when promote to a higher?

The school-law of our state admits children at the age of six. The new-comers are grouped into grades or departments according to the stage of their mental development: those children whose percepts are most active forming the lower primary; those in whom the perceptive faculties are more fully developed, and whose memories and imaginations are ready to be educated, the higher primary. Such a classification would form a primary school of two departments.

Circumstances, incident to locality, may demand several gradations in a primary school. To accomplish such a result we may make a subdivision of our first classification.

The majority of children entering school do not know how to read. We group them in the lower primary and commence our work. All the resources of an intelligent, wide-awake teacher are taxed to meet the *physical* and *mental needs* of the children. A carefully-arranged programme of daily exercises will indicate *due prominence* to the *reading-classes*. Common sense will suggest the correct time—a convenient time for the teacher being very often least adapted to the physical condition of the child. Do not be afraid to give your class of beginners the best or first minutes of the morning and afternoon sessions for reading-exercises. Take them to mould when they are most capable of *receiving* impressions.

I now submit to your judgment and criticism the work of a uniformly-graded class through a four years' course in reading. It is based upon the principles ad-

*A paper presented at the meeting of the Illinois State Teachers' Association at Decatur, December, 1870.

vocated in the classification. An outline of the course is before you, representing the work to be accomplished in each term of the time, allowing sixteen weeks for the first term and twelve weeks for each of the other terms of a year, with two recitations a day.

EDWARDS'S SERIES OF READERS.

Four Years' Course in Primary Reading.	<i>First Year</i>	First Term.....	{ Vocabulary of Webb's Six Charts. First Reader to 49th page.
		Second Term.....	{ First Reader to 71st page.
		Third Term.....	{ First Reader com- pleted.
	<i>Second Year</i>	First Term.....	{ Second Reader to 71st page.
		Second Term.....	{ Second Reader to 115th page.
		Third Term.....	{ Second Reader com- pleted.
	<i>Third Year</i>	First Term.....	{ Third Reader to 58th page.
		Second Term.....	{ Third Reader to 95th page.
		Third Term.....	{ Third Reader to 136th page.
	<i>Fourth Year</i>	First Term.....	{ Third Reader to 180th page.
		Second Term.....	{ Third Reader to 225th page.
		Third Term.....	{ Third Reader com- pleted.

I am now prepared to call your attention to the course more in detail. We will first examine the elementary portion or the work of the

FIRST YEAR.

The children are not able to recognize words. How shall they be taught to do so?

Since words are signs of ideas, and ideas are mind-pictures of the real, we, throwing away the old method of first teaching the alphabet, proceed to the development of the idea; then give the term, thus introducing the children immediately to words—going from the concrete to the abstract, from the known to the unknown. First synthesis, then analysis. The following plan may be found suggestive:

Let the teacher select some familiar object—as a cat. If possible, in the first lessons bring the object before the class. Present a picture of the same. Have familiar conversation with children about the cat. Children tell the name, color, habits and size of their own cats.

Let them give terms—real and picture,—then tell the difference between the real and picture cats.

After thus arousing interest, the teacher proceeds to *print the word cat*.

They then recognize that we may have—the *real* cat, the *picture* cat, and the *word* cat. Teacher has children find the word on the blackboard or chart many

times. The names of the letters are taught incidentally, the teacher directing attention to each, in an interesting manner. The teacher pronounces each word slowly, and then articulates its elements, having children repeat sounds. The *eye* and the *ear* both have parts to perform in photographing the word on the mind of the child.

Aim to make the child recognize the word when *heard*, as well as when *seen*. The work has been but partly done if he fails to pronounce the word correctly. The recognition of the word has been made the special object of the teacher's work, while the oral spelling by letter and sound have been the incidental points noticed. The plan suggested has been for the development of a word—the name of an object.

In lessons following teach an attribute of the object, as, good. Then combine—good cat. After which teach a word expressing action, as, runs. Have the action performed, if practicable. Combine—good cat runs. Teach incidentally *the* before the word good. Combine—the good cat runs.

It may be found expedient to spend about six weeks' time on similar work. A class of ordinary intelligence, that has been under the training of a skillful teacher for that time, should be able to spell orally and pronounce correctly seventy-six words. Webb's first six charts, or the first thirty-three pages of Edwards's First Reader, will furnish a list of that number.

Some of you may think charts objectionable. It is well known that our most successful primary teachers confine themselves chiefly to chalk and blackboard, when calling attention to the word for the first time; but as it is really necessary for the child to observe the word many times, in different places, before he can remember its form, a teacher may be more certain of success by presenting the word in connection with other words, on different charts, printed more perfectly, more the fac-simile of the word yet to be read in the book. So long as we are limited to a small blackboard in front of our classes, are obliged to have printed work before the children to keep them occupied while in their seats, and are not artistic printers, charts will be valuable to us.

The words given in this elementary work should be adapted to the vocabulary found in the first lessons of the book intended to be placed in the hands of the child. The introduction to the text-book will thus be a review of the words already mastered. It is a great mistake to have charts by one author precede a reader by another. The novel idea of holding and reading out of a book; finding and keeping the place; studying the pictures illustrating the lesson;—all have tendencies to distract the attention of the children.

By reviewing those familiar words they are better prepared to advance. The class now take the book. Allow but a short time for this review work; after which, take them over fifteen pages in advance. Divide the remaining pages of the book about equally between the two remaining terms.

Pursue a similar method of teaching with the book to that used with the charts. Have less conversation with the children and more practice in speaking words at sight. Drill them on reading words of a paragraph backward. Some times pupils memorize a lesson and utterly fail to recognize words at sight. Insist on reading in a natural tone of voice. Expect the scholars to look at you, and answer promptly, when questioned. We can not begin too soon to make a child confident, prompt, and respectful.

Develop ideas of use of most of the punctuation-marks found in the book, giving simple names for each. Call attention to all capital letters. Have children name the capital letters, with the spelling of proper names, and the period after abbreviations. Children should be able to spell orally, by letter and sound, all words occurring in the book. Expect them to give intelligent definitions to important words. In addition to work suggested, they should give the number of each page and lesson expressed in ordinals.

Before the school-year has closed, the children have learned the words of the First Reader. They are now ready for the

SECOND YEAR.

The first lessons in the Second Reader should be similar in style to those recently studied in the First Reader.

As a picture often covers more than half of a page, the class will be able to pass over twenty-eight lessons the first term, and have time for a thorough review of same. Allow twelve advance lessons for each of the other terms, and we have the reader completed. I would omit poetry in the book.

Many of the selections are interesting stories for the little folks. They are able to read most of the words in these lessons without the aid of the teacher, and are capable of preparing them before they come to recitation.

Some selections may be of such a character as to require explanations from the teacher before they can be studied intelligently by the children.

Expect them to state the substance of the lesson in their own words. Teach the children to criticise in a proper manner. Lead them to observe capital letters and give simple rules for use of the same. Punctuation-marks named. All words spelled. Important words defined. Further drill in phonic spelling without representing sounds.

The class now enter upon the

THIRD YEAR.

They are now prepared for the Third Reader. The text-book should be carefully selected.

Observation and experience prove that much time must be spent on this reader. The subject-matter of most of the *Third Readers* of the day can not be taught as it should be in one year. Two years will enable us to do such work as is found in Edwards's Third Reader. Your attention is called to the division I have made of the lessons for that time:

First term, of sixteen weeks, children read to 58th page. Second term, of twelve weeks, to 95th page. Third term, of twelve weeks, from 95th to 136th page.

Continue the lessons through the

FOURTH YEAR.

Proceed to the 180th page the first term, the 225th the second term, and complete the book the third term.

Time has been allowed for frequent reviews each term.

Aim to exercise the representative faculties chiefly, in these lessons.

A recitation of the leading points in the lesson, by the children, should precede the reading of a selection.

Teach the pupils that *good* reading consists in pronouncing the words correctly,

knowing the meaning of the piece, and speaking the words so as to bring out that meaning. Let children notice that we may speak loud or soft, high or low, fast or slowly.

Direct special attention to accent, emphasis, and inflections, to secure correct expression. Before this we have been developing, incidentally, ideas of each, but now give the terms.

Clear articulation and pronunciation effected by use of phonics. All of the sounds should be mastered by the children. Teach them the name and marking of each. A daily drill in phonics is desirable, more as a help to vocal culture, since correct pronunciation is deemed more or less arbitrary.

The following may be suggestive as other aids in vocal culture, at this step: Counting, or repeating a sentence as many times as possible in one breath. Exercise children in sustaining low and medium tones, then in smooth and tremulous swells of the voice, using syllable *ah*.

Give them practice on inhaling and exhaling slowly; transition of *quality*—reading one line in a round tone, then the next in a whisper; transition in *time*—first rapidly, then slowly; transition in *force*—first soft, then loud; transition in *pitch*—first high, then low. Drill them on running up and down the scale. If these exercises or similar ones were faithfully carried out by the teacher, there would be no such deficiency of voice-power among so many of our scholars.

Teachers may do much to make any selection interesting, by introducing suitable variety exercises in connection with the lesson. You may find some children in your classes who do not read as readily as others. Let such read a word, then you alternate, after which the boys and girls take their turns in alternating.

Drill frequently on reading backward. Have concert or individual reading, one naming pauses. Let boys and girls alternate. Let some child read until he makes a mistake, and another to a punctuation-mark. Medley reading often wakes up a dull class.

If the selection is a conversational piece, let the children read it as a dialogue, leaving out the parenthetical parts.

Paraphrasing is a useful exercise. Substituting synonyms is often profitable work.

This variation work is useful in its place, but do not forget that a child who has been in school three years is expected to *work*. Teachers *fail* who only *entertain* their pupils. Avoid too much concert work. Faithful teachers aim to teach *individuals*.

The reading-course has been presented, and now allow somewhat of a digression from that subject. Are the different popular series of the day adapted to our Primary Schools?

Improvements are constantly being made, but still our books are not what we have a right to expect. They are gotten up by wise men, good men, yet by those who know more of the *theory* of primary work than of the practice. Those great men tell us that we learn in the 'school of experience'. Yes; some of us can affirm it as an excellent school. How would it do for those authors to take a class through their series, and thus test their work by four years' experience, as gold is assayed in the mint; then consult not only *one*, *two*, or *three*, but *all* teachers of ability (not necessarily *famed*) whom they can find within reasonable distance, whose experience makes recommendation valuable, and, after such corrections and revisions as are deemed proper, present the public with a new series?

Let us have no continued stories or poetry in the Second Reader; no slang, but 'Queen's English', and all pieces adapted to mental development of the scholar, in the Third Reader.

The original, thoughtful teacher will make something out of a poor selection; but, as many of our primary teachers are young, with limited experience, the authors of this class of books will be benefiting their day and generation, conferring a greater blessing on the youth of their country, by giving the subject more thought and study. Let them make their advanced series compendiums of English literature, as they should be; but strike out, omit, all pieces of doubtful character in their Primary Readers. Shall we allow children to get interested in any piece which we feel will be injurious to correct habits, or that will in any way affect the good of the school? One of the most fascinating pieces of a reader so popular in our schools is that piece entitled 'School at Home'. How does it commence? "The cold wind was blowing, and the big drops of rain were falling fast. 'My children', said mamma, 'you need not go to school this morning, but, if you wish, you may have a room all to yourselves and play school at home.'" I will not quote further: it is enough to state that the children in the story had a delightful time.

Such a piece as that might affect the attendance of your school. If you allow it read, would it not be well to raise your voice against the sentiment advanced?

Many of the pieces in our readers are, without doubt, full of witticisms and humor; but it is doubtful whether a child of nine or ten years is able to appreciate them any more than Mark Twain's 'Map of Paris', or that humoristic description of the conversation between his party and the Genoese guide, who undertook to tell them about Christopher Columbo.

Will a child understand this expression: "You see, Father Adam and I were about of an age, but, some how, I never grew up"?

Again: let me refer you to 'The Fable of the Pin and Needle.'

"I should like to know," said the pin, "what you are good for, and how you expect to get through the world without a head?"

"What is the use of your head, without an eye?" replied the needle.

"What is the use of an eye, if you always have something in it?" was the retort.

"I am more active and useful than you," said the needle.

"Yes, but you will not live long."

"Why not?"

"Because you always have a stitch in your side, and that is very dangerous," said the pin.

"You are a poor, crooked creature," said the needle.

"You are so proud that you can not bend without breaking your back," said the pin.

"I will pull your head off, if you insult me again!"

"I will put your eye out, if you touch me: remember, your life hangs by a single thread," said the pin.

The rest of the lesson is simple and easily understood.

Here is a piece full of instruction, if children had wiser heads; but as it is, they may be too dull to see the point. A child who could appreciate the repartee and discover the humor of the above would be able to explain to the satisfaction of the London reviewers *why* Samuel Clemens is called the greatest humorist of America.

If children are not able to appreciate humor, much less are they capable of penetrating the mist-like veil of thought that shrouds a piece entitled 'Winter'.

Allow me to quote:

"O Nature, beautiful Nature, beloved child of God! why dost thou sit mourning and desolate? Has thy *Father* forsaken thee? Has he left thee to perish? Art thou no longer the object of his care? Shall the rose and the myrtle bloom anew, and shall man perish? Shall goodness sleep in the ground, and the light of wisdom be *quenched* in the dust, and shall tears be shed over them in vain?"

This is sufficient to give an insight into the character of the selection.

It reminds me of one that was found in 'The Child's Instruction-Book', a primary reader of forty years ago, which commenced:

"Child of mortality, whence comest thou? Why is thy countenance sad and thine eyes red with weeping? I have seen the rose in its beauty. It spread its leaves to the morning sun. I returned. It was dying upon its stalk. Therefore will I weep, for all things bright must perish."

Am I correct in thinking there is a resemblance between these two selections?

If you doubt the veracity of these quotations, read for yourselves.

May the good time come when our readers shall contain not only better selections, but more suggestive illustrations—those that will keep the child mentally active. Furnish food for the imagination, in the picture as well as in the words of the lesson, and the child's task becomes a pleasure.

Who can fail to be interested in such a cut as that of 'Lazy Slokins—the school-boy'? It seems as though the child must understand the character of the scholar and the meaning of the statements, as he reads—"His face tells of him. It tells that he is lazy."

I have not intended to be critical; but many of us are roused to a sense of our needs, and would like revised editions of the old, or an entire new series to aid us in our work.

It may safely be said that *the Primary Readers are yet to be written.*

METHOD OF CONDUCTING RECITATION.

DURING the last ten years the course of instruction in our common schools has undergone almost an entire revolution. From the extreme of no recitation, or nearly none, we find it all recitation, or nearly all. From no explanation, it is all explanation; and the pupil has nothing to do but to place himself in a respective attitude, and the mental pabulum is dealt out to his taste. Having himself a tolerably good knowledge of the subject-matter of the recitation, the teacher regards it as a sacred duty to lecture and explain the lesson all through, leaving the scholar nothing to do but the delightful (?) task of listening and learning, or, more properly, feeding upon the husks of knowledge.

But is this continual pouring-in process productive of good results? Does it cultivate the expressive powers or strengthen the memory? Does it aim at the first great object of recitation, viz., to ascertain the extent of preparation on the part of the pupil? To these interrogatories we may safely render a negative reply. However good lectures may be on other occasions, they depreciate in value when allowed to take the place of ordinary recitation. By this we do not wish that the teacher should remain silent (except when asking questions) during the recitation: on the contrary, he should be both ready and willing to aid his pupils on all proper occasions.

In order to render assistance when it is needed, the pupil's knowledge of the subject under consideration must be thoroughly tested. Each recitation is for the pupil in stead of the teacher. If, however, the teacher is very desirous of reciting, he can use the silent method of recitation, which he must necessarily use if he is prepared to render an accurate decision upon the various answers given. Nothing is more averse to clear and consecutive thought than the practice of prompting which finds a welcome home in almost every school-room. No wonder the memory, when called upon to give an account of such recitations, very justly and innocently replies that "such and such facts never came this way; or, if they did, their stay was so transient that I will not be held accountable."

Another method that strikes a fatal blow at the foundation of mental discipline is that in which the questions are asked in such a way as to include all, or nearly all, of the answers. If a pupil can not give an intelligent answer to a question when plainly and distinctly presented, he should be required to study it until he can. If the question is distorted and shaped in such a way as *almost* to include the answer, the pupil will, if at all shrewd, give the conclusion. The teacher has no more right to deprive his pupils of the recitation than he has to deprive them of their food and clothing, and he would be thought a rather suspicious character if he should be found plundering the children's dinner-baskets or pilfering a convenient article of apparel, occasionally.

Fellow teachers, whatever your mode of conducting recitations may be, be sure to allow your pupils the glory of conquest, the honors they have won in the fields of science. Then you will find your pupils with lessons well prepared, and all ready for the recitation. Then you will hear less of such expressions as "I know, but ca'n't think"; "I know but I ca'n't express it"; and many other phrases of similar import. Children love to hear stories, but they love to tell stories also. Pupils love to hear explanations, but they love to give them likewise. D.

C O M P U L S O R Y A T T E N D A N C E .

AN article appeared in the March number of the Teacher signed 'Wamba', which challenges and arrests our attention by the egotistical introductory flourish of the author, no less than by the animus and logic of the article itself. Lest the reader should not be profoundly impressed with the merits of his production, the writer intimates, not obscurely, that he is 'an educator', and 'a student of politics and of history'. Lest so modest an announcement should fail to arrest the attention of the reader, the editor of the Teacher further introduces the author as 'one of the ablest educators, closest students and most careful observers in the state'. The writer, thus heralded by himself and indorsed by the editor, invites our attention to utterances that might otherwise pass unnoticed. We shall therefore venture to make a few observations upon 'Wamba's' article; but we should hesitate to do so, had not our experience taught us that the voice proceeding from under a leonine covering is not always that of a lion.

'Compulsory Education' is a misnomer that we may pardon in a 'citizen and a student of politics and of history', but 'an educator' should have been more careful in his use of terms; particularly, as the whole scope of his essay is directed against compulsory *attendance*. A child may lead a horse to the water, but a score of men can not make him drink. Perhaps, however, Wamba may apply to this his lawyers' adage, *de minimis lēx non curat*.

Section 71 of the proposed new school-law requires that "Every person having under his control a child between the ages of eight and fifteen years shall annually, during his control, send such child to some public school in the district where he resides, at least three months, if the public school in his district continue so long, six weeks of which time shall be consecutive; and for every neglect of such duty, the party offending shall forfeit to the use of said district a sum not less than ten nor more than twenty-five dollars"; to which a provision is attached for the remission of the penalty under certain circumstances. All this would seem very harmless and very innocent of evil intent, but under and through all there must lurk some terrible but undeveloped and undefined danger — a very arsenal of evils — a Pandora's box: in fact, there must be a cat under that pile of meal. Listen to Wamba's indictment of the law under (so far as we can gather his meaning) three counts: (1) It is needless; (2) It is an impertinence and an odious measure; (3) It is inexpedient and dangerous. Now, if any one of these charges is made out, we shall cheerfully concur with Wamba that the compulsory section should not become a law. On a careful perusal of the article under consideration, we can not find that Wamba has offered any argument, made any illustrations, or told any little stories, to show the impertinence, the odiousness, the inexpediency or danger of the proposed law. The nearest approach we can find to any further allusion to these fearful charges is found on page 103, when, after a playful reference to the relation of the sexes and a compulsory law to favor marriage and provide bounties for baby-shows, Wamba thinks it time to get down to his work in earnest, and says: "Speaking seriously, the step is too great from the theory of the possible necessities of the state to a present compulsory law, repugnant to the spirit of American institutions, inquisitorial, and odious." As, therefore, Wamba has not

condescended to press these serious charges with little illustrative anecdotes, or sketches from a whining rustic, we shall feel at liberty to consider the case closed against him on these points, and proceed to the discussion of the first count in the indictment. Under the charge of the *needlessness of the law* Wamba has brought to bear all his artillery; guns of large calibre and guns of small calibre, guns loaded, some with ball, and some with blank cartridges. Let us now see what damage he has done.

On the first page of his article the 'student of politics and of history' makes a quotation from Mr. Bateman's Report, from which he infers the needlessness of the compulsory law, but would leave the remedy to 'the powerful sweep of public sentiment'; and Wamba asks, anxiously, "Shall we build windmills to help Lake Erie down the inevitable precipice of Niagara?" We answer, emphatically, No? We think such a procedure quite unnecessary, in view of 'the powerful sweep of public sentiment'. We hope Wamba will not insist very strongly on this 'powerful sweep' argument. It is a sort of hydra-headed monster that it is some times unpleasant to wake up or call to our assistance. Our abolition friends, in days gone by, have some painful reminiscences of the wonderful vigor of 'the powerful sweep of public sentiment' argument. This argument, for short (to save our precious time), we will call the 'sweep' argument, when hereafter referred to.

To return to the quotation from Mr. Bateman's Report. Wamba draws the inference that no compulsory law is necessary. Mr. Bateman, from the same facts, draws the inference that such a law is necessary. Thus we have Wamba *versus* Bateman. Which is right? Bateman insists upon the virtue of law to cure certain evils. Wamba insists that 'the powerful sweep of public opinion' is the cure-all. We give our note for Bateman and the law. We yield the 'powerful sweep' to Wamba: it is too powerful for us.

On the second page of his article Wamba introduces the touching episode of the rustic who, one day, whined: "Father, I kin do without ary new hat, this spring; an' I don't need them new shoes muchly; but I'm suff'rin' fur a bosom-pin." We suppose the logical inference from this is that a compulsory law is unnecessary; but let the little rustic who is suffering for a 'bosom-pin' make the best of the 'powerful sweep of public sentiment'.

Again, on the same page, Wamba would throw around apprentices, children bound out to service, the protection of law: for masters he would have a compulsory law; but children who live at home he would leave to 'the pressure of public sentiment and the tendencies of the time'. Why this distinction? For the master who neglects to send to school the required time an apprentice to whom he has no blood ties there is a penalty: from the parent who, in violation of the most sacred claims of consanguinity, refuses this great boon to his child, Wamba would exact no penalty, except leaving the matter to the 'powerful sweep of public sentiment'. The logic that would make any discrimination in such cases is too subtle for us. It seems to us to be trifling unworthy the position of 'an educator', however suited to that of a 'student of politics and of history'.

On the first and second pages of his criticism our critic gets through the heavy logical work, and proceeds on the third and fourth pages to mount an ambling, frisky, rhetorical steed, and produces what he humorously, and very truthfully, call 'our playful *reductiones ad absurdum*'.

The *reductiones ad absurdum* are certainly playful, brimful of fun and humor,

and in the writer's best vein; fully up to the standard of the *reductio ad absurdum* of 'the powerful sweep of public sentiment' and the tearful episode of the whining rustic. Let us examine these wonderful *reductiones*, and see how, in miners' parlance, they pan out.

Wamba quotes from the Report as follows: "To provide at great expense, by the supreme authority of the state, for the free education of all the youth of the state, and at the same time [to] (Wamba is particular: don't omit the *to*) leave all at liberty to reject what is thus provided, is to allow a self-destructive principle to lurk in the very citadel of the whole system." This suggests to Mr. Wamba a little story about Curran, from which our 'educator' sagely draws the conclusion that Judge Bateman 'has given a shake of the head very gravely when there's nothing in it'.

Now this is very amusing, since there's nothing in it; but it occurs to us that Wamba has given several dislocating shakes of his head when there's absolutely nothing in it. When Wamba denounces a salutary law, wise and beneficent in its provisions, and which has in view the public good solely and simply, as 'repugnant to American institutions', 'impertinent', 'inquisitorial', and 'odious', without any attempt to support such allegations by argument, by nice little stories, or by parallel cases, it seems to us the shake of his head is not grave, nor oracular, but ridiculous, when there's nothing in it.

To return to the *reductiones*. First *reductio*: "A republican government can not be sustained unless the citizens care enough about it to exercise the right of suffrage"; therefore, we should "have a law to compel men to vote."

Second *reductio*: "The United States Senate is an integral part of the government, without which the whole fabric would fall to pieces"; therefore, there should be a compulsory law compelling states to elect senators. This *reductio* is very good. The future may develop the necessity for such a law.

Third *reductio*: "Wealth is one of the great elements of strength in a nation"; therefore, "we must have laws to make people hasten to be rich."

Fourth *reductio*: Marriage is necessary for the welfare of the race and to keep up the population; therefore, we should have "compulsory laws to favor marriage, and provide bounties for baby-shows."

We thus give Wamba the benefit of his 'parallel cases' in a condensed form. The proposition upon which ridicule is thus attempted to be cast (for criticism it can not be called) is, substantially, that if attendance at school is left wholly voluntary, non-attendance may be or become so serious as to defeat or impair the end in view: a proposition so clearly and self-evidently true that even Wamba could not have the audacity to shake his head at it—unless, forsooth, there's nothing in it,—the hopeful assurances of the superintendent to the contrary notwithstanding.

But we are told, in effect, that it is as absurd to require attendance at school as it would be to compel men to vote, to elect senators, to strive for wealth, or to marry. Because men do these things without the incentives of law, it is a fallacy to say that they will not also do the other thing. If the State Superintendent appreciates the humorous, as is intimated, it is safe to say he will keenly enjoy these 'playful *reductiones ad absurdum*'. Because men, obeying the instincts of their natures, need no law to induce them to marry and beget children, therefore, [*sic*] they need none to induce them to fit the children so begotten for the duties of intelligent citizenship! As the love of wealth is too strong and too universal a passion to need the spur of law, so is the willingness of men to use a part of that

wealth to educate their children. Because children eagerly devour sweetmeats, with like alacrity will they swallow castor-oil when they are sick. No parental command is required to send a son to the play-ground; hence the fallacy of pretending that he will not rush unbidden and with equal delight to the wood-shed, the garden, the shop, or the school. *Quod erat demonstrandum.* So much for Wamba's *reductiones ad absurdum.*

We have never read the report to which Wamba refers and from which he makes extracts, nor is it within reach at this writing; but we are persuaded that in the extract quoted Mr. Bateman takes quite too hopeful and favorable a view of the situation. We do not believe the facts will warrant so favorable an exhibit.

How is it in this city, where the schools will favorably compare with those of any other part of the state in attendance and efficiency? The 16th Annual Report of the Board of Education, for the year ending July, 1870, shows that the whole number of children of lawful school age in Chicago, in that year, was 80,280. Of this number only 39,939, or forty-eight per cent., were even enrolled in the schools during the year, leaving 41,341 children of school age who did not attend so much as one day during the whole year. The average number belonging was 25,754, being but thirty-two per cent. of the whole number of children of school age; and the average daily attendance (the supreme test) was 24,839, only thirty per cent. of the whole number of school age in the city. We think, therefore, that Mr. Bateman's strong statements of the net results of our present school system should be taken *cum grano salis*; for the ratio of the whole number enrolled, and of the average daily attendance, to the whole number of children of school age in Chicago has never been materially greater than given for the last school year. During all these years less than one-half of our school population has attended at all, in any one year, even one day; while less than *one-third* has been in regular daily attendance. Yet our 'educator' and 'student of politics and of history' would leave an evil so ominous and alarming to 'the powerful sweep of public sentiment'; taunts the General Assembly with 'building windmills to help Lake Erie down the inevitable [*sic*] precipice of Niagara'; and denounces the proposed remedy as 'odious, inquisitorial, dangerous, and repugnant to the spirit of American institutions'.

Our last Chicago Report shows that 'the powerful sweep of public sentiment' failed to 'press into the schools' just 41,341 children out of 80,280 in the year 1870; and 'the powerful sweep' was equally impotent in former years. We believe the same is substantially true in other parts of the country, although we have not the data before us to verify our opinion. If the fraction of Lake Erie that goes over the cataract were as small as the fraction of our census that attend school, there would be no Niagara to speak of, even with the aid of 'windmills' and 'the powerful sweep of public sentiment'.

At the close of his article Wamba presents himself in an attitude that excites our surprise and elicits our admiration. He is not, after all, opposed to a 'compulsory law'. He says the "recent convention could have given us indirectly a useful compulsory law, by requiring after 1875 educated suffrage." That is, he is not opposed to a compulsory law *per se*, but his denunciations are aimed at this proposed law. If the educated-suffrage compulsory law had been adopted, it would have been all right. Give Wamba his idea of a compulsory law, and he is satisfied; but he will denounce as odious and inquisitorial any other. He would not

affix a penalty of ten dollars on the parent who refuses to send his child to school three months in the year, but he would deprive of the dearest right of a citizen the man who can not read or write. He would not punish a man guilty of a wrong with a slight penalty, but the innocent victim of that wrong should suffer a far more weighty penalty in stead. Wamba has thus spiked his own guns. The fearful battery, charged with terrible expletives, cunning little stories, and parallel cases, by his own act is silenced and powerless.

We close this article with a parting salutation to the editor of the Teacher, who commends and indorses Wamba's views. He says "if there is a popular demand for the law which would secure its enforcement, education will prevail without it; if public opinion in its favor is not strong enough to enforce it, it will fail in accomplishing its purpose." That is, if the law can be enforced, it is not necessary; if it can not be enforced, it is useless to press it.

We think the editor can not fail to see the dilemma in which his double antithesis places him, for it is equally applicable to any other law and would make short work with legislation. To show its fallacy, let us apply it to cases now pending in the legislature. Among these are laws regulating the rate of railroad freights, banking and insurance corporations, revenue, agriculture, etc. Now why not cut short all this legislation, by saying "if there is a popular demand for these laws which would secure their enforcement, their objects will be accomplished without them; if public opinion is not strong enough to enforce them, they will fail." Since Wamba has taught us the *reductio ad absurdum*, we trust the editor will appreciate the *reductio* as aimed at his double antithesis.

GURTH.

Chicago, May 16th, 1871.

OFFICIAL DEPARTMENT.

DEPARTMENT OF PUBLIC INSTRUCTION,
SUPERINTENDENT'S OFFICE,
Springfield, June, 1871. }

STATE CERTIFICATES.

An examination of teachers desiring State Certificates will be held in the City of Springfield, on Tuesday and Wednesday, August 8th and 9th, 1871.

The conditions of admission to the examination are:

1. To furnish satisfactory evidence of good moral character, and
2. To furnish satisfactory evidence of having taught, with decided success, not less than three years, at least one of which shall have been in this state.

Teachers who propose to attend the examination are requested to signify the same, by letter, as soon as practicable, forwarding the necessary testimonials upon the above-mentioned points. If the testi-

monials are satisfactory, the name of the teacher sending them will be registered as an accepted applicant, and all necessary information concerning the manner and requirements of the examination, the branches included, etc., will be immediately sent to such teacher. If the testimonials are not satisfactory, the teacher furnishing them will be promptly informed of the fact, and that, in consequence, he can not be admitted to the examination.

If any teacher desires the return of the testimonials and documents sent, copies thereof should be sent, with the originals, to be filed in this office, in which case the originals will be cheerfully returned. The originals will not be returned unless requested, nor unless accompanied with duplicates, or copies, for file as aforesaid. It is necessary to the complete record of each case that the testimonials furnished, or copies thereof, should be preserved in this office for future reference and use, should occasion require; and the pressure upon our clerical force will not allow of copies being made here. Original documents, whether with or without copies, must in all cases be forwarded.

The conditions and requirements of the examination have been carefully considered, and are believed to be just and reasonable, such as no honorable, well-qualified and experienced teacher need to shun or fear; and this being the case, no release, omission or abatement of the full measure of those requirements and conditions should be asked for or expected, as none can be allowed. The examination, upon every topic, will be honest, straightforward, and square; no quirks, catches or puzzles will be indulged in or permitted. If the candidate understands the subject, he will succeed; if not, he will fail.

As the State Certificate or Diploma is good for life (or until revoked for cause) in every county and school-district of the state, its professional and other advantages to the holder would seem to be sufficiently obvious.

TEACHERS' CERTIFICATES TO SCHEDULES.

The statement of R. D. Noleman, Collector of Internal Revenue for the Eleventh District of Illinois, as given in May number of Teacher, page 201, "That it is not necessary for certificates of teachers accompanying their schedules to have a stamp affixed to them," is *not correct*. I was surprised to see that statement, as I had not long before received a contrary opinion direct from Washington, and had officially promulgated the same. To put the question at rest, however, on the 4th of May, inst., I addressed a note to Gen. A. Pleasanton, Commissioner

of Internal Revenue, and on the 19th inst. received a reply, of which the following is an extract:

"TREASURY DEPARTMENT, OFFICE OF INTERNAL REVENUE,
Washington, May 13, 1871. }

"A teacher's certificate to the correctness of his schedule *is* considered liable to a five-cent stamp.

"Very respectfully,

(Signed) J. W. DOUGLASS, Acting Commissioner."

The italics in the above are by the Commissioner. Teachers and school-officers will always be kept informed, through this office, of changes in the state or federal laws affecting their interests and duties.

COLORED CHILDREN AND THE PUBLIC SCHOOLS.

No laws were passed by the legislature, at the recent session, to secure the benefits of a common-school education to the children of colored citizens in this state; and as the Governor has not deemed it best to include the subject among those to be acted on at the special session, and it must therefore go over for at least a year, it is important to inquire into and to determine the present *status* of colored children of school age, in respect to the public schools.

Our present school-laws were framed and enacted under the Constitution of 1848, and, in common with that instrument, they contain numerous provisions and terms which seem to limit, and which were clearly intended to limit and restrict, the benefits of the free-school system to one portion, only, of the population—the white. The recurrence of the discriminating adjective 'white', wherever its omission would favor the other interpretation, added to the explicit and conclusive provisions of the entire 80th section of the act, leaves no room for doubt that it was the intention of the respective legislatures, in the original enactment and in the subsequent modifications of these school-laws, to wholly ignore the children of colored persons. This has been the general understanding of the law throughout the state, and the practice has accorded with the construction. With very few exceptions, no provision has heretofore been made for the education of colored children in virtue of any obligations supposed to be imposed by the school-law. It may also be added that the Constitution of 1848 contained no provisions of any kind on the subject of education or of common schools.

But the Constitution which went into effect on the 8th day of August, 1870, not only abrogates and ignores all distinctions of race and

color throughout all of its provisions, but it also contains a separate article on Education, the first section of which is as follows:

"The General Assembly shall provide a thorough and efficient system of *free schools*, whereby *all* the children of this state may receive a good common-school education."

The present situation, then, is this: the *Constitution* of the state has been radically changed touching the civil rights and privileges of persons of color and of their children, while the *school-laws* of the state remain as they were. The fundamental and paramount law of the commonwealth has blotted out all distinctions of race and color in respect to the civil condition and privileges of citizens, but the statute laws in relation to schools still retain such distinctions. To the question Are *all* the children of school age in Illinois equally entitled to receive a good common-school education? the Constitution answers, promptly, explicitly, and clearly, "*They are*"; but the act to establish and maintain a system of free schools is still understood to say "No, *not all*, but white children only."

There can not be a shade of doubt as to which is the paramount authority. Where a particular thing is plainly required or forbidden in and by the organic law, the obligation to do that thing, or to leave it undone, as the case may be, attaches immediately; it does not remain inoperative until enjoined by positive legislative enactments—the supreme law itself is sufficient, demanding present obedience to its requirements. The right of colored children to share equally with others in the benefits of our free schools is clearly and undeniably granted in the first section of the 8th article of the Constitution, and that right does *now* exist, in virtue of the Constitution itself, which, by its own inherent and paramount force, *negatives* all conflicting provisions in previous laws, and moulds the whole school-system into harmony with itself.

The attention of school-officers, especially of boards of school-directors, is invited to this subject at this time, in order that it may be clearly understood that the duty of providing for the education of colored children of school age, in every district where there are such children, is *not postponed* by the failure of the legislature to reach the subject at the recent session. That duty *now* rests upon boards of directors, and will continue to rest upon them till the Constitution itself is changed, whether any legislation is had or not in regard to the matter. The obligation comes from the Constitution, not from the legislature, and will remain, whatever the latter may do or leave undone. But for the need

of legal provisions to *enforce* the obligation, with penalties for neglect, it would be of little moment whether any legislation is had in the case or not. Hence, in all arrangements for schools during the present summer, and for those of the coming autumn and winter, provision should be made for the free education of colored children as efficiently and thoroughly as for the education of white children. It is hoped that all boards of school-directors, and other boards of education acting under the general law, will see to it, faithfully and cheerfully, that these humane and just provisions of the Constitution are carried into effect, both in their letter and spirit.

The question whether separate schools shall be provided for colored children, or whether there shall be the same schools for all, is one of secondary importance, and one that should never be permitted to disturb the peace and harmony of any school-district or community. It will be for each board of directors to decide and determine this question for themselves, at their own option and discretion, taking into account the matter of expense, and the best good of all the schools and school interests concerned; and, in the exercise of this discretion, they may provide separate schools or require all to attend the same school, as to their judgment may seem best. The only essential requirement is that the schooling and school accommodations provided for colored children shall be as good as those provided for white children. In the light of the present Constitution, the requirement of Section 48 of the school-law, that boards of directors "shall establish and keep in operation a sufficient number of free schools for the *proper accommodation of all the children* in the district over the age of six and under twenty-one years," admits of no limitation as to race or color, and the penalties for non-compliance therewith are no less in the case of colored children than in the case of whites.

In all enumerations of children made under the school-law, or for school purposes, colored children must hereafter be included. This is not only implied and required by the educational provisions of the Constitution, which recognizes no distinctions of color, but is also demanded in justice to the respective counties, townships, cities and districts having a colored population within their limits. The auditor distributes two-thirds of the state funds to the counties in proportion to the number of children under twenty years of age; county superintendents apportion two-thirds of said funds to townships according to the number of children under twenty-one; and trustees of schools divide one-half of all the funds among the school-districts in proportion to the number of children under twenty-one, and the other half accord-

ing to the attendance certified in the schedules. It is, therefore, plainly the *interest* as well as the duty of each county, township, city and school-district in the state to see that all colored children within their respective limits are included in every school census that may be taken. The additional amount thus accruing will help to pay any increased expenses incurred in the schooling of the blacks. In one county the colored people constitute one-third of the whole population; and in a certain city the colored children of school age amount to one-half the entire school census. The effect of excluding them from the numerical basis of apportionment need not be remarked upon. If the colored children are taught in separate schools, schedules must be kept, as required by law, and upon the attendance certified in said schedules distribution must be made by the trustees, as provided by Section 34 of the act, the same as upon other schedules.

A CAUTION.

It is an ungracious task, but so many complaints of the proceedings of a Mr. *A. B. Israel*, of St. Louis, Mo., a maker and vender of outline maps, etc., have come to this office from different parts of this state, that duty seems to require that our school-officers, especially directors, should in this manner be put on their guard. Detailed statements, from prominent and trustworthy citizens and school-officers, of the unwarrantable practices of himself and agents to secure sales, and of grossly exorbitant charges for very inferior articles, are on file in this office, and will be published if necessary. All concerned are advised to have nothing to do with him or his maps.

It may be well to add, by way of general caution, that the only safe course for directors in this state to pursue, in procuring school supplies, is to ascertain from *well-known and reliable* houses, manufacturers and dealers, in Chicago, St. Louis, or other large business centres, the regular wholesale and retail prices of articles wanted, before purchasing from agents who are not *known to be* trustworthy and honorable. A three-cent postage-stamp, and a delay of a week, or less, will often save a district from twenty-five to a hundred dollars in a single purchase of educational apparatus. Information received at this office indicates a degree of submission to extortion in these matters which might easily have been prevented, and which should be carefully avoided in the future, in the manner above shown.

NEWTON BATEMAN, Sup't Pub. Inst.

EDITORIAL DEPARTMENT.

COMPULSORY ATTENDANCE.—Since the issue of the March number of the Teacher, we have received several articles on this subject. We give place in this number to that one most directly replying to what was there said. The subject is one of very great importance, and should receive the most thoughtful consideration of every citizen. At the risk of giving it undue prominence in this number, we venture to give a few farther considerations concerning it.

At the close of his article in the present number, Gurth, by a flourish of his pen, very summarily puts what we said on 'Compulsory Education' in our March number into the form of a '*reductio*' by which he would summarily dispose of all legislation. Without stopping to discuss the difference between laws enacted for the purpose of regulating the rights of the public in its intercourse with private parties, or with railroads, banks, etc.,—corporations which may, for the present purpose, be considered of the nature of private parties,—and laws enacted by the people for their own exclusive benefit, and administered by themselves, let us refer to what was there said, and see if it will not bear examination.

The part of our article referred to is as follows: "If there is a popular demand for the law which would secure its enforcement, education will prevail without it; if public opinion in its favor is not strong enough to enforce it, it will fail in accomplishing its purpose." The general principle involved in the last of these two propositions has been so often illustrated that we need only refer to the proof of experience to substantiate its truthfulness. Witness the various attempts which have been made in different parts of the country to secure the practice of temperance by compulsory law, and their failure to accomplish their purpose. There are laws on all our statute books for the suppression of gambling, profanity, and other moral evils; yet they are of no effect. These laws may be considered fair exponents of a general public sentiment, and are for the suppression of very grave evils; yet it is quite seldom that the attempt is made to enforce them, and even then it is but spasmodic. Now if laws for the suppression of bad morals, which certainly are more injurious to a state than mere ignorance, remain a dead letter in the statutes, it seems quite certain that any law for suppressing ignorance of a certain portion of the studies taught in the public schools would fare no better.

In a monarchy the laws are made and executed by the ruling power, and the subject people must obey. With us the law is the expression of the will of the people, to be executed by their agents; and so long as there is a disposition in human nature to shrink from incurring the displeasure of others, so long will even a large majority hesitate to execute a law which is obnoxious to a respectable minority.

As to our first proposition, "If there is a popular demand for the law which would secure its enforcement, education will prevail without it", if it can be shown that education can be made as nearly universal by means of laws not compulsory as it can be with such laws, we think that its truth is established. And here let us again refer to experience. Reference must be had for comparison to

the nations of the old world, for no where else have compulsory systems been in operation long enough to afford opportunity for contrast.

Hon. Victor M. Rice, in a special report to the New-York Legislature in 1867 on the condition of education in the United States and other countries, says, "In Holland every adult citizen can read and write. Attendance at school has never been enjoined by law, but supervision has been carried to an extent which would hardly be deemed legitimate in the State of New York." In explanation of the latter remark he says, "Even in a private school no body is permitted to teach without having first been examined and licensed by the public authorities." Mr. Rice further says, "In the Canton of Geneva, in Switzerland, education is universal, but attendance is not compulsory. . . . Some years since it was proposed to test a new method of learning to read by teaching an ignorant adult. Such a person, after diligent inquiry, was not to be found in the canton." So it seems that compulsion is not necessary to secure universal education.

Hon. A. B. Weaver, present State Superintendent in New York, says, "Even in Prussia the well-nigh universal education which prevails is not, in my opinion, principally due to the stringency of the law requiring attendance. The Prussians believe in education with a unanimity and sincerity which compulsory attendance but faintly expresses. They not only propose universal education, but provide for it a plan that employs every known facility and which adopts every discovered improvement."

Let us refer for a moment to our own country, where, according to the advocates of the proposed law, education is at so low an ebb. In a report on compulsory education to the last legislature of Wisconsin, Hon. C. C. Kuntz, chairman of the Committee on Education, whose nativity his name indicates, says that in Germany and Switzerland 18 per cent. of the inhabitants are attending schools, while in Wisconsin the number is 29 per cent. Inasmuch as there are several states in the Union which have as efficient school-systems as this one, this comparison does not place our systems of popular education in so very unfavorable light, after all.

One or two more facts in the same direction. During the last year over 80 per cent. of all the children in New York between 5 and 21 years of age attended some public or private school. The school age in Prussia is between 6 and 14 years. Making allowances for those outside of these years, yet included within the years of school age in New York, Sup't Weaver believes that at least 90 per cent. of the children of that state, estimated on the basis of Prussia, are in school. "The number of scholars attending school in that state in 1870 was greater than the whole number of persons in the state between the years of 6 and 14 or 6 and 17."

By reference to the latest reports and statistics, it is safe to say that at least 80 per cent. of the population of Illinois between 6 and 21 years of age attended school during the year 1870. Since by far the larger part of these are between the ages named in the proposed law (8 and 15), it will be seen at a glance that, on the basis of that law, not a very large per cent. of the children it would reach are not already in school. Let us look at Chicago, to which Gurth refers, evidently as a forcible illustration of the necessity of compulsory laws. He says that by referring to the last Chicago Report it is seen that of the 80,280 children of school age in that city only 48 per cent. were enrolled in the schools during the year. He seems to forget that the document referred to is a report of the *public* schools of

the city. By referring to the Chicago Report for 1868, he will find that the number of pupils enrolled in the public schools for that year was 29,959, while there were in private schools 17,718. Preserving the same ratio for the year 1870 and computing per cent., the number in school for that year falls not much short of 80 per cent. of the whole number of school age. By making average on the age specified in the law, it will be seen that Chicago is not so very strong an illustration of the need of a compulsory law as Gurthi would have us believe. If proper police regulations concerning truancy and vagrancy were enforced, it is probable that that city would have but little cause to complain of the non-attendance of children in school.

But what would compulsory laws do? Let us judge of them by their work when put to the test. In France it was decreed, in 1560, 1571, 1695, 1724, and 1795, that education should be obligatory; yet the Minister of Instruction states that *this regulation has remained a dead letter*. In Austria since 1774 education has been obligatory under penalty of a fine; yet the rule was never enforced, except in the provinces which belonged to Germany. In Sweden there is a compulsory law; yet out of 385,000 children in 1862 9,131 had received no education. Italy, Portugal and Spain have promulgated similar laws; but they are not enforced. Mr. Arnold, one of the recent Assistant Commissioners sent from England to inquire into the condition of popular education on the Continent, states that, though education has long been compulsory in several of the French cantons of Switzerland, he doubts whether the law is ever really executed at all. Rev. M. Pattison, another member of the same commission, says of the Prussian system, "The schooling is compulsory only in name. The school has taken so deep a root in the habits of the German people that, were the laws repealed to-morrow, no one doubts that the schools would continue as full as they now are."

From these citations it will be seen that even in monarchies universal education is not a common result of compulsory laws, and that in Prussia it does not exist because of the law.

These notes have already reached too great a length. We will only say further that the fault is not so much in the American system of education as in preparations for carrying it out. The theory is better than the practice.

The first defect is in the lack of preparation on the part of teachers for their work.

The second is in the insufficiency of very many of our school-houses for the purposes for which they were intended.

The third is a failure to provide for the education of a quite large class in cities and towns known as truants and vagrants. Practically they are excluded from our present schools, and no proper place is provided or means taken, save in a few instances, for their instruction.

A fourth is a failure in many cases to provide at public expense needed books, etc., for the poorer classes.

Another is a too general apathy of boards of education in the performance of their proper duties.

OFFICIAL COMMUNICATIONS.— We invite attention to Superintendent Bateman's communications in the present number. They contain items of especial interest to teachers.

STATE TEACHERS' INSTITUTE.—A session of the Institute, continuing two weeks, will commence at the Normal University on Monday, August 7th, 1871. Most of the members of the Normal Faculty will be present to give instruction. Other friends of education are also expected to render important service. A full statement of instructors and their work will appear in the next issue of the Teacher.

RICHARD EDWARDS, President.

EDUCATIONAL SPIRIT.—We hear occasionally some curious combinations of complaints about social and educational arrangements. The same teacher will complain that people do not sufficiently respect the profession and consult teachers regarding schools, and then hold aloof from teachers' institutes and associations. He complains that the same old matters are brought up by the same old men, yet fails to suggest a single new thing or bring a new one to participate in the proceedings. Educational journals are weak, yet his rare patronizing subscription covers his effort to strengthen them. He furnishes no stronger articles, gives no aid to the editor, who, in his estimate, is too ambitious as well as too weak. He sneers at the ignorance of school-officers and of the community on school matters; yet, by continually speaking of the educational work as what 'they' are doing, he gives his patrons to understand he does not sympathize with the general labors of the profession. The Normal School is 'managed'; the State Superintendent is 'influenced'; the 'Teacher do n't amount to much'; the State Associations are 'corrupt'. As a natural consequence, people who find that the teacher puts such estimate upon his own profession conclude that they themselves know as much as he of his own educational work and needs, and criticise him as freely as he criticises those whose good work he should strengthen and whose follies or errors he should aid to prevent or diminish. It would do such teachers good to come out of their shells; to show that the very vigor which they themselves demand in public movements can be put forth without mere vanity and ostentation; to reach real fault by open, fair protest; to compare their experiences with those of others; to show by their acts that they are live educational workers, in stead of mere pretenders, parasites drawing their support from a profession which they do not help to sustain.

YEARLY REPORTS OF PRINCIPALS.—It will be remembered by those present at the meeting of the School Principals' Society in Chicago that, in addition to a form for monthly report, one for a yearly report was also adopted. For the convenience of those desiring to make the report, we present anew the list of items agreed upon by the society.

1. Whole number of children of school age.
2. Whole number of different pupils enrolled.
3. Number of male teachers.
4. Number of female teachers.
5. Highest salary paid male teachers.
6. Lowest salary paid male teachers.
7. Average salary paid male teachers.
8. Highest salary paid female teachers.
9. Lowest salary paid female teachers.
10. Average salary paid female teachers.
11. Salary of Superintendent.
12. Cost per pupil for tuition.
13. Entire cost per pupil.
14. Average number belonging.
15. Average daily attendance.
16. Per cent. of attendance.
17. Number of tardinesses.
18. Number of days' absence.
19. Number of weeks of school.

The following are the directions for finding cost of tuition and entire cost per pupil:

The cost of tuition per pupil shall be found by dividing the amount paid to teachers and superintendents by the average number belonging. The entire cost per pupil shall be found by dividing the entire expenses of the school, including the amount paid to teachers and superintendents, the amount paid for fuel, ordinary repairs, and other contingent expenses, also the interest at six per cent. on all permanent investments in buildings, grounds, apparatus, etc., by the average number belonging.

The items in these reports will be of great value and interest for the purpose of comparison. It is hoped that as many systems of schools as possible will be represented in the list. We call attention to the subject now, that the matter may be under consideration early, and the reports sent in for publication not long after the close of the year.

MONTHLY REPORT CARDS.—Prof. B. P. Marsh, of Bloomington High School, and J. B. Roberts, Superintendent of Galesburg Schools, have devised a blank card for use in making monthly reports of pupils. The card indicates which one of four grades of scholarship or three grades of deportment the scholar has for the month, also the number of tardinesses and days of absence. One objection to many other forms for reports is obviated in this one: but very little writing is necessary in filling them out.

WRITE FOR THE PRESS.—"It is a noteworthy fact that, during his whole ministry (fifty years), Rev. Theo. L. Cuyler, of Brooklyn, N.Y., has made it a rule never to let a week pass without sending at least one article of worldly or religious character—long or short—to the press. Between the spiritual results of his labors with the tongue and the results of labor with the pen, he is inclined to give the preference to the latter. He computes that through these articles he has had fifty-five million opportunities to reach immortal souls."

Here is a lesson for teachers. The clergyman who deems his work done when he has spoken earnestly from the pulpit has as broad a conception of his work as that teacher who feels that he has nothing to do except to do well before his classes. The teacher should investigate the workings of school systems, and, when his years of experience and attention to the subject lead his fellow citizens to look to him for guidance in educational plans, he should have some response worth their attention. He should keep well informed on the school-law of his own state or corporation. There are abundant topics on which the teacher can suggest a truth or a proper train of thought for the better guidance of his community. Other teachers, too, want to know the workings of methods and the tendency of laws and the varying circumstances in which special methods may be used.

Every teacher should send notes of fact and experience to his educational journal, for his own advantage and that of his fellows. He should, from time to time, give information in the local paper, if available, to his own community, even if he does no more than to publish the tables of attendance as a guide to some estimate of the work of the school. These notes may be over his own name or not, according to taste and circumstances. The main point is to put needed discussion or fact before those interested in the subject.

We know some teachers who make as systematic use of the press as Dr. Cuyler does. A former principal of a high school in one of the great cities is credited with the preservation and enlargement of the school system of that city, through judicious articles furnished the papers at times when public sentiment demanded

more knowledge to prevent unwise action. Short articles that every one will read are worth more than longer ones, when the points can be made in brief space. Three articles ten lines long will be far more powerful than one a column long, provided the point can be made in ten lines, and especially if in three numbers of the paper rather than in one.

Those who write long articles can not always abbreviate, by reason of the very character of the subject or the discussion in hand; but the number who will read the articles is in inverse ratio to their length. Long articles require study and careful reading. The mass will read what can be caught at a glimpse, but pass by the more extended writings. For power with the mass of readers, brevity and point, giving something easily remembered and expressive in quotation, tell more than lengthy argument and long array of authorities.

Many teachers do not feel that they can write. You can at least send your journal facts occurring near you. Some may need the very practice they urge upon their pupils.

PROFESSIONAL COURTESY.—The National Normal, in a depreciatory notice of the Indiana State Normal School, closes with "What is the matter? It is our experience that, no matter what other facilities any institution may or may not have, if it has good teachers, and they do *their duty*, it will succeed."

The above insinuation is not only unjust, but it is ungenerous. We are not disposed to question the experience or the success of the editor of the Normal, but we do question whether his experience has been broad enough to establish the universality of the proposition that success will be a sure result of duty done by a teacher. We question, also, the courtesy which will sneeringly and in a self-glorified manner cast suspicion upon the motives or the abilities of the teachers of another institution. Other conditions enter into the consideration of the question.

We have received the report of a committee of some of the best educational men of the state, in which they commend highly the excellence of the school and its fitness for its work. This report was made after a careful examination into its methods, and an attendance upon its exercises. There is a strong feeling in its favor wherever it is known, and its strength is rapidly increasing. Any one familiar with the history of State Normal Schools, especially the first one in a state, will not be surprised at their slowness of growth.

THE CHICAGO SCHOOLMASTER.—We notice that Mr. Ira S. Baker has withdrawn from the editorship of this journal. Mr. Baker assigns 'pressure of other work and consequent lack of time as the cause of the step. Mr. Baker has proved himself an able and forcible writer and a careful editor. Under his management, the Schoolmaster has shown a more decided ability than it has ever before possessed.' In his retirement from the care and continual labor of editorial duties, we trust that he will still use his pen for the benefit of his fellow teachers and the cause in which he labors. Prof. E. C. Hewett, of the Normal University, succeeds Mr. Baker, and will, with Mr. Gove, of Normal, take charge of the Schoolmaster.

EDUCATION IN THE SOUTH.—We learn from Hon. E. E. White, editor of the National Teacher, who has recently returned from a visit to the South, that the people there are waking up to the importance of a system of free schools. He represents the spirit of the influential citizens as quite different from what we hear from some who picture the country as lapsing into almost barbarism.

EXPENSE IN BUILDING.—The Girls' High and Normal School, Boston, was dedicated April 19th, with imposing ceremonies. The building will accommodate 1,225 pupils, and cost \$250,000—or over \$200 for each seat. Some of the Boston papers raise the question whether it is not time to diminish the expenditures for costly buildings, and to use the school-moneys for school purposes. It is not singular that such facts should give aid to those who would create a revolution in the management of the city government. Complaint is made, of late, that the city affairs are largely controlled by those residing outside the city limits.

The West is not alone in wasteful extravagance in public expenditures or in building school-houses.

FINE ART.—The American Social-Science Association, through Hurd & Houghton, has issued a pamphlet of 70 pages on *Free Public Libraries*, and one on *Collections of Casts*. The first gives hints on formation of such libraries, with names of books. The latter gives a list of casts from the antique, with prices and subjects, that were lately placed in the Girls' High School, Boston, with additional list of prices and subjects of desirable ones.

In the Boston High School, private munificence, for a total of about \$1,600, has reproduced many of the typical pieces of Grecian skill and taste, in pieces costing from a few shillings, to a set which represents the frieze of the Parthenon and cost near \$800. The pamphlet will be of service to any who have even small sums to use for school or home decoration.

MONTHLY REPORTS FOR APRIL.—

TOWN OR CITY.	No. of Pupils Enrolled.	No. of Days of School.	Average No. Belonging.	Av. Daily Attendance.	Per ct. of Attendance.	No. of Teachers.	No. neither Absent nor Tardy.	PRINCIPAL OR SUPERINTENDENT.
Forresteron.....	174	22	164	154	88	7	156	M. L. Seymour.
Pana.....	569	24	379	328	88	99	89	J. H. Woodul.
West and South Rockford	1173	20	1090	1017	93	381	491	(J. H. Blodgett and O. F. Barbour.
Dixon.....	495	15	452	429	96	156	202	E. C. Smith.
Oak Park.....	115	18	105	101	96.5	8	62	Warren Wilkie.
Marol.....	130	51	126	117	93	59	58	E. Philbrook.
Lincoln.....	1109	20	637	574	90.6	212	386	I. Wilkinson.
East Aurora.....	1428	20	1298	1222	94.1	...	398	W. B. Powell.
Lewistown.....	348	20	339	312	91.5	45	133	Cyrus Cook.
Kankakee.....	695	20	575	535	93	119	195	A. E. Rowell.
Peoria.....	2454	20	2219	2125	95.7	179	1092	J. E. Dow.
Henry.....	334	20	288	274	88.6	120	77	J. S. McClung.
Ottawa.....	1400	20	...	96.7	96.7	150	626	T. H. Clark.
Chicago.....	29651	15	27560	25550	93.6	4647	...	J. L. Pickard.
Creston.....	81	15	80	68	84.3	9	39	P. R. Walker.
Belvidere.....	282	15	265	259	97.7	21	211	H. J. Sherrill.
Shelbyville.....	367	20	338	268	80	150	36	J. Hobbs.
Odin.....	125	20	114	100	87.3	158	17	L. S. Kilborn.
Lasalle.....	701	15	611	580	94.9	126	295	W. D. Hall.
Decatur.....	1551	20	1400	1325	94.8	241	618	E. A. Gastman.
Kewanee.....	650	20	590	550	93	170	111	W. H. Russell.
Macomb.....	611	20	562	551	95.8	78	253	M. Andrews.
Normal.....	354	20	331	314	94.8	42	179	Aaron Gove.
Bloomington.....	2420	25	2328	2171	93	241	...	S. M. Etter.

PERSONAL AND GENERAL ITEMS.

REV. DR. G. M. BOARDMAN, of Binghamton, N.Y., has been elected Professor of Systematic Theology in the Chicago (Cong.) Theological Seminary, in place of Prof. J. Haven, resigned....Prof. HAVEN, with Prof. EMERSON, of Beloit College, and a

party of family friends, has been some months traveling in Europe and the Mediterranean countries. The party is expected back in September....Prof. F. W. FISH, of the same seminary, goes to Europe this season.

WE learn that Miss JENNIE E. CHAPIN, well known for her service in the High School at Springfield, and more recently in the schools of Chicago, has started to engage in the missionary work in North China,—the ladies of the New-England Church of Chicago assuming her support.

THE Governor of Florida has appointed Rev. CHARLES BEECHER as Superintendent of Public Instruction. He is one of the 'Beecher Family'.

REV. J. ESTABROOK, of the Michigan Normal School, recently resigned to accept the pastorate of a church; but the Board of Education would not release him. Mr. Estabrook has long done earnest service in the public schools of Michigan.

YALE COLLEGE lately received a tract of land worth \$100,000 for the erection and maintenance of an astronomical observatory, \$1,000 for the same purpose from a second donor, and \$1,200 from a third for the Library on Political Economy, besides books on oriental literature with one of the cash donations.

AMHERST COLLEGE this year celebrates its semi-centennial. Prof. Tyler delivers a historical address. The Graduates of Amherst in Chicago expect to charter a Pullman Palace Car to attend the anniversary exercises, and by switching it upon the side-track have a miniature hotel at their command while at Amherst.

THE Fourth Regiment of the Prussian Landwehr Guard boasts of one hundred soldiers familiar with Greek and Latin, and of seventeen who have studied Sanskrit.

PROGRAMME OF EXERCISES FOR THE NATIONAL EDUCATIONAL ASSOCIATION, AT ST. LOUIS, AUGUST 22, 23 AND 24, 1871. MEETINGS TO BE HELD IN THE POLYTECHNIC BUILDING, CORNER CHESNUT AND SEVENTH STS.

TUESDAY, AUGUST 22D:

10.00 A.M., Meeting of General Association for organization. Brief Addresses. Appointment of Committees.

11.00 A.M., Meeting of Sections for Organization.

Recess.

SECTION MEETINGS.

I.—Department of Higher Education.
(Programme not complete.*)

II.—Normal Section.

2.30 P.M., Paper by R. EDWARDS, President Illinois Normal University, on *Model Schools in connection with Normal Schools.*

Discussion of the same, by Miss ANNA C. BRACKETT, Prin. St. Louis Normal School; J. H. HOOSE, Prin. State Normal School, Cortland, N. Y.; and WM. F. PHELPS, Prin. State Normal School, Winona, Minn.; Dr. SANGSTER, Prin. Normal School, Toronto, Ontario.

III.—Superintendents' Section.
(Programme not complete.)

IV.—Elementary Section.

2.30 P.M., *Methods of teaching Reading*: Hon. E. E. WHITE, of Ohio.

Discussion of same.

4.00 P.M., *Method of teaching Language*: Prof. D. H. CRUTTENDEN, of New York.

Recess.

8.00 P.M., Address: probably by Hon. W. H. RUFFNER, of Virginia.

WEDNESDAY, AUGUST 23D.

SECTION MEETINGS.

I.—Department of Higher Education.

(Programme not yet complete.*)

II.—Normal Section.

9.00 A.M., Paper by CHARLES H. VERRILL, Prin. State Normal School, Mansfield, Pa., on *A Graded System of Normal Schools*.

Discussion, by GEO. M. GAGE, Prin. State Normal School, Mankato, Minn.; Prof. W. T. LUCKY, Prin. State Normal School, San José, California; and others.

III.—Superintendents' Section.

(Programme not yet complete.)

IV.—Elementary Section.

9.00 A.M., *Methods of teaching Drawing*: HENRY C. HARDEN, of Mass.

Discussion of same.

10.30 A.M., *Philosophy of Methods*: JOHN W. ARMSTRONG, D.D., of New York.

Discussion of same.

Recess.

GENERAL ASSOCIATION.

2.30 P.M., Discussion—*How far may the State provide for the education of her children at public cost?* Hon. N. BATEMAN, of Illinois; H. F. HARRINGTON, Esq., of Mass.; W. T. HARRIS, Esq., of Missouri; W. W. FOLWELL, of Minnesota.

5.00 P.M., Miscellaneous Business.

Recess.

8.00 P.M., Address by Hon. B. G. NORTHROP, of Ct.: Subject—*Compulsory National System of Education impracticable and Unamerican*.

8.45 P.M., Discussion of same, in short speeches not exceeding ten minutes each.

THURSDAY, AUG. 24TH.

SECTION MEETINGS.

I.—Department of Higher Education.

(Programme not complete.*)

II.—Normal Section.

9.00 A.M., Paper by J. W. ARMSTRONG, D.D., Prin. State Normal School, Fredonia, N.Y., on *Principles and Methods, their character, place, and limitation, in a Normal Course.*

Discussion, by M. A. NEWELL, Prin. State Normal School, Baltimore, Md.; W. A. JONES, Prin. State Normal School, Terre Haute, Indiana; and others.

III.—Superintendents' Section.

(Programme not yet complete.)

IV.—Elementary Section.

9.00 A.M., *Methods of Teaching Geography*: MARY HOWE SMITH, of N.Y.

Discussion of same.

10.30 A.M., Discussion—*What constitutes a good Primary Teacher?*

11.30 A.M., Miscellaneous business and election of officers.

Recess.

GENERAL ASSOCIATION.

2.30 P.M., Paper by A. J. RICKOFF, Esq., of Ohio: Subject—*Place and Uses of Text-Books.*

3.00 P.M., Paper by THOMAS DAVIDSON, Esq., of Mo.: Subject—*Pedagogical Bibliography—its possessions and its wants.*

3.30 P.M., Paper by ALFRED KIRK, Esq., of Illinois: Subject—*What Moral uses may the Recitation subserve?*

4.00 P.M., Discussion of Mr. RICKOFF's paper.

5.00 P.M., Election of officers, and other business.

Recess.

8.00 P.M., Address: THOMAS HILL, D.D., of Waltham, Mass. Subject—*———*.

*The programme of the Department of Higher Instruction is not complete. There will be papers and discussions upon the following subjects:

Report on Academies and High Schools, as Preparatory Schools for Colleges: Prof. LLEWELLYN PRATT.

Superior Instruction in relation to Universal Instruction: Hon. JOHN EATON, Jr.

Modern Mathematics in the College Course: Prof. T. H. SAFFORD.

A Report on the Pronunciation of Greek and Latin.

Discussion on College Degrees.

HOTEL ACCOMMODATIONS.

All the hotels of St. Louis have very generously reduced their rates to delegates attending the convention, and guests will be entertained at the following rates, Certificates of Membership being presented at time of settlement of bills:

Southern Hotel, \$3 per day; Planters', St. James (conditional as to numbers), and Laclede, each \$2.50 per day; Everett, Park (a temperance house), and St. Nicholas, each \$2.00 per day,—the St. Nicholas \$1.50 if several will occupy a large room together; Barnum's, \$1.75 per day; St. Clair, \$1.50 per day; and Montana (two rooming together), \$1.25 per day.

RAILROADS AND STEAMBOATS.

1. **FREE RETURN.**—Kansas & Pacific R.R.; Merchants' Southern Packet Co.; Missouri River Packet Co.; Memphis & St. Louis U.S. Mail Co. (delegates coming to St. Louis by this line will receive, if asked for, a return ticket good when countersigned by the President or Secretary of the Association); Naples Packet Co.; Cincinnati & St. Louis Express Line (if boats are running at the time).

2. **ONE-FIFTH FARE RETURN.**—Chicago, Alton & St. Louis R.R.; Illinois Central R.R. (tickets for return sold at Vandalia, Effingham, DuQuoin, and Odin); Ohio & Mississippi R.R.; North Missouri R.R.; Rockford, Rock Island & St. Louis R.R.; Pacific R.R. of Missouri (return tickets good only one day from date).

3. **EXCURSION TICKETS FOR ONE AND ONE-FIFTH FARES.**—St. Louis, Vandalia, Terre Haute & Indianapolis R.R.; Indianapolis & St. Louis R.R.; St. Louis & Southeastern R.R.

4. **MISCELLANEOUS.**—Atlantic & Pacific R.R. will return for one-fourth fare. Northern Line Packet Co. will return for one-third fare, including state-room and meals. Keokuk Packet Co. for one-third fare. St. Louis & Peoria Packet Co. will return at one-half fare. Merchants' St. Louis, Arkansas & White River Packet Co. will sell tickets either way or both ways at half the regular rates, to those presenting credentials as delegates.

Correspondence is in progress with other railroad lines, and the results will be announced in due time.

J. L. PICKARD, Pres't Nat. Ed. Ass'n.
 ELI T. TAPPAN, Cor. Sec. College Section.
 W. D. HENKLE, Pres't Sup'ts' Section.
 S. H. WHITE, Pres't Normal Section.
 E. A. SHELDON, Pres't Elementary Section.
 W. T. HARRIS, Pres't Local Committee.

} Executive
 Committee.

ILLINOIS SCHOOL PRINCIPALS' SOCIETY.

THE Third Annual Meeting of this Society will be held at Rockford, on the 5th, 6th and 7th of July, in the Court-Street Methodist Church.

The success which has attended the two previous annual gatherings has fully demonstrated the utility of such an organization and the wisdom of those who conceived and carried out the idea of its establishment. The programme, as outlined below, presents some features of special interest.

It will be seen that the subjects to be under discussion, taken together, embrace the whole scope of school work, from the Primary School to the Superintendency; and it will at once appear to all experienced school principals that the discussion of the work of the various departments comes directly within the province of this society.

If a man is called to the principalship or superintendency of a series of schools, it is to be expected that he will direct and supervise the work in all the departments of those schools; and how can he do this efficiently, unless he understands what ought to be done? The principal or superintendent is held responsible for the efficiency or inefficiency of the schools under his care; and he owes it to himself, as well as to his patrons, that he make use of all the means within his reach

to acquaint himself with the work to be done, and the best means and methods of doing that work.

It is the aim of this society to bring out the duties of school principals, and, through the papers and discussions presented, to give, as far as possible, the information and suggestions needed in performing those duties. Rockford is one of the gems of the West in beauty, and the citizens know well how to greet such a convention in the most cordial and hospitable manner. We bespeak, therefore, a full attendance at the July meeting, confidently assuring all who shall be there that they will be richly repaid. The gentlemen whose names appear upon the programme are well and widely known as men of experience and *success* in school work.

The hotels of Rockford will furnish accommodations at \$1.25 and \$1.50 a day. Board can also be had at reasonable rates at private boarding-houses.

PROGRAMME.

WEDNESDAY—*Forenoon*.—10 o'clock, Opening Exercises. Address by A. GOVE, of Normal, President of the Society. General Business.

Afternoon.—2 o'clock, *Primary Instruction*: W. T. HARRIS, Superintendent of Public Schools, St. Louis, Mo. Discussion of the same, by S. BOGARDUS, Springfield, and others. Miscellaneous business.

THURSDAY—*Forenoon*.—9 o'clock, *The Relative Time to be given to the different branches in the grades below the High School*: S. H. WHITE, Principal of Peoria County Normal School. Discussion of the same, by J. V. THOMAS, Principal of Schools, North-Dixon, and G. G. ALVORD, Superintendent of Schools, Freeport. Miscellaneous.

Afternoon.—2 o'clock, *High-School Membership and High-School Work*: J. B. ROBERTS, Superintendent of Schools, Galesburg. Discussion of the above, by B. P. MARSH, Principal of Bloomington High School, and others. General Business.

FRIDAY—*Forenoon*.—9 o'clock, *The Superintendent's Work—What is it? and How shall it be done?* W. E. CROSEY, Superintendent of Schools, Davenport, Iowa. Discussion of the same, by W. D. HALL, Superintendent of Schools, LaSalle, and others.

Afternoon.—2 o'clock, *The Relation of High Schools to Universities and Colleges*: Rev. E. O. HAVEN, D.D., President of Northwestern University, Evanston. Adjournment.

All the Railroads will return for one-fifth fare, where full fare was paid over the same road. Some roads will return free. A full explanation will appear in the programmes.

E. C. SMITH,
S. M. ETTER,
M. ANDREWS, } Ex. Com.

EDUCATIONAL NEWS.

ILLINOIS.

CHICAGO.—We note with pleasure the reelection of Hon. J. L. Pickard and F. Hanford to the positions of Superintendent and Assistant-Superintendent of the public schools....During the past year 213 applied for positions as female

teachers, 101 of whom received certificates. . . . There have been paid for salaries of Superintendent and teachers \$454,161. . . . The Board of Education have decided to strike out from the annual report the rules of the board, and the names of pupils distinguished for good attendance.

JACKSONVILLE.—Superintendent Olcott has resigned his position in charge of the city schools, to accept the agency of Harper & Brothers, the New-York publishers, for the State of Indiana. His headquarters are at Indianapolis. It is a source of regret that the schools have lost the services of so good a man and one whose services are so much needed. . . . The people of Jacksonville owe it to themselves not to let their public schools stand in excellence one whit behind the private schools of the city. The former are an index of public spirit, of an enterprise which promotes public interest and good citizenship on the part of the whole people. The basis of that equality which must exist among the American people is laid in the public schools and can be laid no where else. If the schools should do nothing more than to lay this foundation, they would do a noble work for the state. Whatever a people may do to encourage private institutions, they should not withhold their sympathy from the cause of public schools or their active aid from their support. . . . Prof. Olcott was made the recipient of a gold watch and chain from the teachers of Jacksonville.

JOLIET.—The report of Mr. Charles I. Parker, Superintendent of the schools of this city, is before us. There have been in the schools during the year ending March 31st, 1,837 different pupils, and an average number of 1,123. The average number belonging per teacher was—in the Grammar and High-School Department, 29; in the Intermediate, 38; and in the Primary, 50. The cost per scholar for tuition on average number belonging was \$10.22; cost including all expenses, \$20.29. The schools are reported as making good progress in instruction, but having, some of them, poor accommodations.

KEWANEE.—The schools are in charge of W. H. Russell, with a corps of thirteen teachers, and number about seven hundred pupils. At the close of the winter term they held an exhibition, netting \$207. Better organization, better work, and more of it in less time, are the results of the present, compared with past years.

LINCOLN.—The people have indorsed the administration of their schools for the past year by reëlecting their old Board of Education with great unanimity.

MACOMB.—The public schools have had for the past year an average of 53 pupils per teacher. The cost for tuition has been \$10.40 per pupil; total cost, \$12.70. The annual report of Superintendent M. Andrews is evidently written for the benefit of those interested in his schools, and contains many pertinent and sensible suggestions concerning their value and the character of their work.

NORMAL.—The commencement exercises of the Normal University will take place on Thursday, June 29th. The State Board of Education will meet on Wednesday, the 28th. The meeting of the Alumni of the University will also occur on the latter day. The address before the society will be given by Hon. Peter Harper, of the Louisiana Legislature.

COOK COUNTY.—One of the largest and most profitable institutes ever held in this county met in April last, in the Normal-School Building at Englewood. It is seldom that so much talent is represented in a meeting of the kind. The subject *Geography* was presented by Prof. Wilkie, of Oak Park; that of *Reading and Vocal Culture* by Misses Paddock and Churchill, of the Normal School; Grammar was discussed by Profs. Wentworth and Shurtleff, also of the Normal School; and *Singing* by Prof. Blackman, of Chicago. Essays and illustrative exercises were presented by several of the members, and evening addresses were delivered by President Haven, of Evanston, and Dr. Frine. An enthusiastic spirit prevailed throughout all the exercises. We are informed that it is Superintendent Lane's custom to hold frequent local institutes in his county. We know whereof we speak when we say that he is inclined to do thorough work.

CRAWFORD COUNTY.—We are obligated to Superintendent S. A. Burner for his report of the schools of his county. There are 91 schools in the county. There is a small increase in the number of good teachers. Only thirty-eight now teaching taught during the corresponding months of last year. The majority of the teachers in the county do not teach a year. In discussing the situation, Mr. Burner gives many valuable hints for improvement, among which he urges the establishment of a county normal school. Mr. Fleck will organize a normal class at Robinson on the 31st of July, as will Mr. Condrey at Oblong City. Each class will continue eight weeks.

KNOX COUNTY.—At the spring session of the county institute, held in April last, there were 120 teachers in attendance. Daily drill exercises were conducted by Messrs. Dickinson, Proseus, Roberts, Turner, Linn and Bloomer, and by Misses Veach, Wheaton, and Willis, with others. Evening addresses were given by Rev. Messrs. Gorten and Haskell, of Galesburg. Knox county succeeds in furnishing from her own resources wide-awake, profitable institutes. The next meeting of the institute will be held at Yates City.

FROM ABROAD.

MISSOURI.—The two State Normal Schools authorized by the the last legislature have been located and organized. One is at Kirksville, and opened January 2d with 200 pupils and a faculty of seven teachers. J. Baldwin is Principal. The other is located at Warrensburg, and commenced May 10th. Geo. P. Beard is Principal....In giving an account of a very pleasant visit to the schools of St. Louis, a friend remarks that "The phonetic system of instruction in primary grades is fully established. The Superintendent informed us that, by reason of its use, at least a year was taken from the time usually spent in teaching children to read. The text-books adopted are Leigh's Pronouncing editions of McGuffey's Primary Readers, in which each sound is expressed by its own character, the silent letters being indicated by hair lines. The transition to ordinary print is very easy. The Superintendents of Chicago and other cities have recently visited St. Louis for the purpose of observing this peculiar method of primary teaching....Not a school, yet of the schools, is the magnificent Public-School Library, which, with its commodious and well-arranged reading-room, offers, for the almost nominal sums of twelve dollars, its life membership and the opportunity of supplementing

an ordinary education by knowledge gleaned from twenty-four thousand volumes. It is the crown of St. Louis Schools."

RHODE ISLAND.—The one item of educational interest in this state is the enactment of a law providing for a State Normal School. An appropriation of \$10,000 was made for its first year's support. A law was also enacted providing for the traveling expenses of its pupils living more than five miles from the school. With this action, the last New-England state has come into line, and now the six states, comprising a territory less than one-fourth larger than Illinois, have eleven state normal schools.

Messrs. Hendricks & Chittenden,

204 North-Fifth Street, St. Louis,

HAVE IN PRESS, TO BE READY BY JULY 1ST:

"First Lessons in Physics,"

By C. L. HOTZE, of the Cleveland High School.

This is the first of a graded series of three books on Physics. The plan is inductive and comprises forty lessons—one lesson a week for the scholastic year. The book is designed for the higher grades of Grammar Schools.

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ILLINOIS TEACHER.

VOLUME XVII.

JULY, 1871.

NUMBER 7.

TEACHING GEOGRAPHY.

IN order to know thoroughly the geography of the globe, the mind must take in so many facts, and investigate so many causes, that without some system of grouping and retaining facts, and some generalizing upon causes, there is great danger that school study will amount to nothing. There are few of us who are not conscious that our early school geography almost slipped away before we had occasion to use it.

Now in different minds different things attract the attention and fix the facts in memory. In one locality is strong, and if a place is once fixed by its bearing and distance, by its latitude and longitude, it is sure to stay in memory. In another mind personality is strong, and if a place is once associated with some well-known person, it will be likely to remain fixed. Another draws associations principally from trade or commerce, and will remember a town principally because of its staple products. Another has *form* largely developed, and remembers a country because of its shape, or some fancied resemblance to some other object. Historical associations impress matured minds more powerfully, and geography comes with history.

For example, notice how much easier the extreme points or capes of a continent are remembered than those that lie between: Cape Horn, for instance, compared with Cape Frio, or Cape Pillar. Hardly a child that does not retain St. Helena more readily than Ascension Island, because of the personal association of Napoleon with the former. California is always associated with gold, and Nevada with silver; and certainly there are few New-England children who do not associate Newfoundland with codfish. Others remember Italy as the 'boot', and Cape Cod as the boxer's arm which the pugnacious Bay

State holds ever on guard to defend the 'Hlub' from foreign invasion. Others have just learned something of the geography of Rhenish Prussia and of Northern France because the battles and movements of the war have made them observe and attend.

Now a skillful teacher will use all these associations, and will stimulate the faculties of his pupils by continually employing them. If a new place is mentioned, it is referred to some one already learned: as, for example, if Richmond, Va., is mentioned, its distance and direction from Washington is a fact which may help retain it. If it be compared with Cairo, it would generally give a new idea of the extent of our state toward the south. Hundreds of teachers in institutes locate Richmond from one to two degrees *south* of Cairo. A glance at the map will show the error. It is common to locate New Orleans on the *west* side of the Mississippi, and London on the *south* side of the Thames; but a careful attention to locality at the first would prevent such blunders.

In studying the geography of a state or country, the teacher should have a general set of questions to apply to all. The area, the surface, the boundaries, the land and water divisions, the slope and drainage, the mountain chains, the staple productions, the imports and exports, are *always* to be learned. It is worse than useless to require the exact square miles, or the population down to the unit, or the latitude and longitude of any point to minutes and seconds. Round numbers are more easily learned and better retained. Rivers should always be grouped either in reference to the water into which they flow or the elevation whence they flow. Thus in Spain we group the rivers of the Mediterranean together, and put the rivers of the Atlantic into another group; in England, the rivers of the German Ocean, the Channel, and the Irish Sea. After these general facts are learned, the teacher should indicate special points of study. Much judgment is required in assigning the names of towns to be learned. Unless some fact can be associated with a place, it had better be omitted. Our 'map questions' often are useless lumber. The geography of a country should be studied map in hand, and the towns be noted in order of their importance, or because of their business, or because of their lying along great routes of travel, or as great business centres or manufacturing places, or because of their historical interest. Then, having indicated what is to be learned, let the class give both the place and the association, till one calls up the other. Then let the class add to the facts required whatever they can bring from books of travel, from newspapers, or from other sources.

It should be remembered that a variety of text-books is not in the least objectionable in a geography-class. Question independently, as indicated, having a set of questions which apply to *all* countries (and these need not be very many), and then add for each country such questions as seem important. Keep these questions written down for review. Then the class may have any book whatever, and yet learn well, and may even gain by a variety of books.

This system of study also prevents the necessity of multiplying classes. *There need be but one class in Geography in any common school*, unless there is a primary class which is not up to book work.

It is not necessary, nor is it always profitable, to follow the order of any text-book. The beginning of geography should be at home: the first map may be that of the school-room, the first boundary learned that of the pupil's desk; the township and the county should precede the state; but when the idea of distance and direction is well established, then pass to the geography of the continents, and study them in their great features. Then return to the pupils' own state, then to the United States, and next to Europe. It is of little consequence whether the pupils ever study Asia or Africa in detail.

So many minds depend upon locality and shape for their associative memory that it hardly seems necessary to insist upon map-drawing as almost indispensable to success. Even the rudest map is better than none at all. A skillful teacher can take her primary class to the sand-bank in which they play, and teach them in a few minutes the outlines of the geography of the globe, making 'relief maps' of the sand. I once saw a teacher dash a cup of water on the floor, and from the water thus spilled teach the pupils the names of different bodies of water: the ocean and its gulfs, bays, straits and islands were all there.

One of the best general exercises in geography may be derived from the articles of common use. A tolerably-well furnished dinner-table may contain the products of a dozen different countries. The cloth is probably of Irish linen, the crockery came from Staffordshire, England, the silver from Mexico, the pepper from the Moluccas, the sugar from Cuba, the tea or coffee from China, or Brazil, Africa may have furnished ivory, Sheffield the cutlery, Spain the raisins for the pudding, Carolina the rice, the Ionian Islands the currants, and South America the vanilla which gave the flavoring. Such facts as these called to mind put a reality into geography, and change it from the driest of studies to the most fascinating.

THE HEART IN SCHOOL.

BY PROF. E. W. GRAY.

It seems to be the misfortune of philosophers, and some educators as well, to forget that man has a moral nature. Some years ago a prominent journal published in this country had for its motto "Ignorance the evil, knowledge the remedy."

If this be true, the best lawyer is he who is most intellectual and best informed; who is adroit and skillful in managing a case. But, unfortunately for him, he often finds a jury who have an intuitive sense of justice, if he has not, and he finds it impossible to overcome an inveterate and prevailing prejudice in favor of the opposition. Some times, indeed, the more skill manifested on one side, the more intense the sympathy for the other. If the heart of the jury takes sides against him, he can not succeed.

If this dogma is correct, then the physician who knows the most is the best. But it is notorious that such do not always command the highest respect nor do the most good. There is often something against them. Prejudices are not always right, but they constitute facts. They are the outcroppings of the moral nature of men, and their power can not be resisted. If when the 'doctor' touches the pulse and in an instant comprehends his case he encounter in the patient a want of confidence in himself as a man of integrity, the difficulties of the case are increased. But if he be a man of known candor and sincerity, if he have sympathies and feelings that enlist the affections and inspire the confidence of the patient, then his instructions will be carefully received and implicitly obeyed; the patient rests in sweet assurance that all will be done that is possible for his recovery. He is therefore more likely to recover, and the doctor is more certain of another call. A physician standing in the presence of suffering-unto-death without sympathy is a monster that will not succeed, and ought not to.

If this dogma is true, the heart or moral nature has no appropriate function even in the pulpit, or in the social circle.

If a man preach intelligently, and defend his creed sharply; if he bring forth things new and old from science, and from history, what need is there of a heart? Why care for his spirit? Let it become evident that he is a hypocrite—without conscience, without moral integrity,—and of course as a minister he is a failure. No learning or

eloquence could compensate such defects of the heart. How is it in the practice of life? If some of our professional aspirants had, we will not say *less* brains, but more heart, in the discharge of their duties—if they were rounded-up to the stature of a full manhood, head and heart in equal development, how much greater might be their work and their reward.

But it is in the social circle and in the family, and therefore in the school, for it is both a social circle and a family, where the heart is most in power. Our friends and our enemies are all of the heart.

Minerva, it is said, sprang full-developed from the head of Jupiter; and she is in ancient literature the embodiment of thought without sentiment. She had many admirers, but few worshipers, and little power. She is said to have spent her time in hunting, and, like those who, neglecting the heart, exhaust their time and strength in the pursuit of mere knowledge, she achieved but little. Unless thought be yoked with sentiment, it is not a power for good: it is only an element of discord and misrule. An intellect broken loose from the restraints of morality is our idea of a devil; and, though there are perhaps few who are entirely without conscience and moral principle, there are too many practical devils in society.

We have all seen families and schools that were scenes of perpetual discord. What was the matter? Not ignorance *only* or *chiefly*; for among the peasantry of all civilized countries there are many ignorant families who, nevertheless, live happily in peace and love. A careful examination of such cases will always show a disordered condition of the moral nature of one or more in the family—selfishness looking only to personal gratification, cherished and controlling prejudices, unrestrained lust, ungoverned appetite and passion breaking forth ever and anon in acts of rashness and violence. It is not a want of knowledge, but a better disposition and equipoise of the moral nature.

It has been gravely thought that the constitution of society and the family is wrong. But what reorganization of society or the family can avail to regulate and control the appetites and passions of men? "Out of the heart proceed evil thoughts, murders, adulteries, fornications, thefts," etc. The evil is *within*: society and the family are *without* and can not reach the difficulty. *What, then, can be done to readjust the moral nature of men as individuals?* This, precisely this, is the question for 'Reformers'. Socrates and Plato among the ancients saw the evil and approached nearest the remedy. But their arms were too short. Their philosophy, still too speculative, too little a heart-power, did not fulfill the hopes of these great teachers. It was reserved for

him who said "Ye must be born again" to reveal the real difficulty, and to propose the true remedy. This is not the place to argue for the truth of this statement. But we must insist that all philosophy and schemes of reform beside are too speculative: they look to means that are inadequate and incompetent.

It is interesting to inquire what a good heart can do for a school.

Schools are different in government, in order, in spirit, in results. How different! In one there is the iron rule of the despot. Here we have obedience without affection—order at the expense of all the better nature of the pupils; and, though there may be some improvement in mere knowledge, there will be little harmonious development. In another we have anarchy, or a state of things that approximates anarchy. There are bad spirits and bad tempers alike in both pupils and teacher. This, I am aware, presents the worst case strongly, but there are many that approach it—some near, some nearer. In such schools the advance in knowledge is little, the progress in vice and crime can not be doubted. In another we have authority, but it is not quite arbitrary. We have order, but it springs from respect rather than from fear. The teacher's heart is full of love—the love which 'hopes' and 'endures'. His gentle, loving spirit is in full sympathy with the half-discouraged pupil, as he grapples with the difficulties of study. Forgetting his 'pay', he remembers the responsibility of training and directing the immortal soul as it takes shape and complexion for eternal years. He watches with anxious interest the budding and blossoming of the young spirit, and is in rapport with it. If there are occasional exhibitions of bad temper among the pupils, as there will be, the sweet influences of the teacher's love-life, yearning for their good, prevail and conquer all. This love-life reproduces itself. Heart answering to heart fills all hearts with love, and there comes of it affectionate obedience and consequent good order; increased interest in study; a better improvement of time, and crowning all, the development of the highest order of mind. The school-room is a place of enjoyment, full of sunshine and redolent with the odors of budding affection. Study is a pleasure and progress certain, all tending to sustain and foster the better nature.

I would not overdraw this picture; but I am persuaded that, with any fair literary qualification, a heart full of outgoing unselfish love and sympathy can hardly fail of good results in the school-room. And then in such a school the merely intellectual is not likely to engross and overgrow the social and moral nature. From such a school there would be likely to come no fierce bright intellects without moral prin-

ciple—no Alcibiades nor Tarquin; no Volney nor Burr nor Buckle, to excite at once the admiration and the regrets of mankind.

Much has been said about the Bible in school, and certainly we would not undervalue it, nor divert from their proper object the sacred influences it exerts. Containing, as it does, the basis truths of the Gospel, and as a symbol of our attachment to Christianity and Christian institutions, we would not in any sense surrender one jot or tittle of it to the clamors of an irreverent, godless public sentiment; but a good warm heart, full of Christian love and tender sympathies, is more potent for good in the school-room than the Bible or any or all other good books. Virtue is a thing to be inculcated not so much by *teaching* as by *showing*. It is not a *philosophy*, but an *experience*; and herein are the great world of reformers and teachers at fault. They teach and attempt to enforce with every form of illustration and argument and debate—teach too much, but enforce by living example too little. It is the power of example, concreting the ideal good, that surpasses learning and logic in enforcing and sustaining the claims of virtue. Let your light shine was the injunction of the world's great teacher; and there is no place that requires more the light and genial influences of a life of love than the school-room.

In conclusion, then, I would say, Let the authorities '*try the spirits*' and endeavor to provide as well for the *moral* as the *intellectual* development of the youth of the country.

WHAT DOES A TEACHER ENGAGE TO DO?

THE ready and confident answer is heard: "Just what the contract stipulates; that is, to give a certain number of days a week and a certain number of hours a day to a certain prescribed routine of duties. This and nothing more."

There is, of course, a business view to be taken of the contract between directors and teachers, and in this view it is fulfilled by complying with the terms in which the agreement is made, or, in the absence of specific terms, by meeting the requirements of common law and custom. Most teachers, however,—in fact, all who are worthy of the name,—take a view of their duties and responsibilities which is not circumscribed by legal limitations. Unhappily, there are some of whom this is not true, though they wear the name. With them it is the

pound of flesh for so many ducats. No 'Daniel come to judgment' is needed to tell *them* "that the law giveth here no jot of blood", not the twentieth part of one poor scruple less nor more than just one pound.

One or two such incumbents in a graded school may have it in their power to veto any effort which may be made to raise the standard of the school by the introduction of new matter or better methods into the course of instruction. To them the thought of giving better service, or the least measure more of time and brain to their school work than was stipulated in the bond, is unendurable. 'I ca'n't' falls as plaintive from their lips as the notes of a turtle-dove, unless, perhaps, the hoarse undertone of an '*I won't*' suggests a bird of coarser plumage.

But there are three parties interested in the transaction; and it happens that the one having most at stake in it has no legal voice in the matter. For this reason, if for no other, the claims of the third party have some of the sacredness of debts of honor. Teachers, the children whose mental and moral culture you have dared to undertake have a right to all the ability there is in you. If you withhold any good that even by extraordinary effort and pains-taking you might impart, you are guilty before God, and will certainly have something to answer for when books are made up at the last day. A clean record between you and your employers will not balance your accounts with the children.

This is a matter with which generous pay or fair dealing on the part of the directors has nothing to do. A teacher who, once having taken a school, will give better service for five or fifty dollars more a month is too dear at any price. One may very properly decline to assume the responsibilities of a school for inadequate pay, but, having once assumed them, can not with honorable intent say "I will teach to the worth of my money and no more."

If these are true principles, it will appear that the teacher's profession is somewhat like that of the minister of the Gospel. It demands an undivided heart. It calls for one's whole time and thought. Even outside employments and association must have reference to increasing power and usefulness in this, whether it be undertaken as a temporary or a life work. Not that these employments and associations are to be purely professional. Far from that. The teacher ought to mingle in general society as opportunities offer, to acquire a practical knowledge of men and affairs, and to read miscellaneously. Let us have none of that narrowness of preparation which comes from poring alone over text-books and reading pedagogical literature. A

recluse or a person of special acquirement may possibly fill and adorn a professor's chair, but he is not well fitted to direct the general culture of the young. For this work is required information general rather than profound, and knowledge which is practical rather than theoretical.

This subject has, of course, a two-edged application. The rights of the children should be overlooked by school-directors no more than by those whom they employ. The motto of all who have authority in this matter should be *The best, or none*. If, moreover, they are to demand, as they certainly should, all this devotion and singleness of purpose, they should make the burden light by paying such wages and providing such means that teachers may avail themselves of whatever promises to help them. Obstacles, unnecessary anxieties and distracting influences, should, so far as possible, be removed, and moral and material encouragement offered wherever needed.

But as this homily is not intended especially for school-directors, and as, at all events, it is likely to meet the eye only of those who do not need it, this side of the subject need not be dwelt upon.

The conclusion of the whole matter is this: Teachers, and you who expect to be teachers, give yourselves heartily to this work, and with an undivided purpose, or seek some employment in which less sacred and wide-reaching interests will be put in jeopardy by inefficiency and half-heartedness.

FIRST LESSONS IN COUNTING.

BY MISS SARAH T. VAN PATTEN.

THE aim of the true teacher is to develop and strengthen, by each branch of study, as many as possible of the pupil's faculties. In learning to count, the faculties of perception, memory and reasoning are, or should be, exercised. As soon as a child perceives objects, and their peculiarities in regard to form, color, size, etc., he notices a number of objects which closely resemble each other. His ideas of number are thus awakened. Hence, in clothing these ideas in language, he says, for instance, here is a chair, there is another chair, and another; here is one book and another one. It is the work of the teacher to enlarge, to systematize, and to fix in definite form in the pupil's mind, these primary ideas.

As objects occasioned the idea of number, the logical method to be pursued in teaching the first steps in counting seems to be by the use of objects. By the association of number with objects pupils receive a much more definite idea of the quantity designated by any number. A variety of objects should be used, to prevent the pupil's associating number with any particular class of objects.

The first step which I take is to teach the pupils to count from one to ten. I introduce one new number, only, at an exercise. For instance, the class can count four: I place before them one object, and ask "How many?" Answer, "One." Then with that another: "How many now?" Answer, "Two." And so on until there are four. Then I place another one with the four: "How many now?" Some one will be able to answer "Five." Class, "How many?" "Five." Then, without questions, as I place the objects in succession, I require the pupils to tell how many there are, as 1-2-3-4-5. Then, by simply pointing to the objects, they repeat more rapidly 1, 2, 3, 4, 5. This exercise is extended to counting, as fast as marks are made for them upon the blackboard. Then I request one member of the class to make upon the board five marks; another to give me four pencils, etc. As soon as the pupils have learned to count a certain number forward, I commence with that number and, by removing one object or by erasing one mark at a time, teach them, in a similar manner, to count backward. When the class is able to count readily from one to ten, and vice versa, in order to test their knowledge of the order of numbers, I ask such questions as "What comes after six?" "What number before nine?" etc.

The second step which I take is to teach the pupils to count by *tens*. I place before them ten sticks, letting the class count them, and, placing a small rubber band around them, teach them to call it one ten of sticks. Then, after placing with it another bundle of sticks, they say two tens; another, three tens; and so on. I show, also, the relation between the number of tens and the name, and that those names were given for the sake of good sound. After learning to count five tens, or fifty, from analogy, they will be able to give the names for six tens, and so through to ten tens, or one hundred. By this course they see the connection between 1, 2, 3, and 1, 2, 3 tens. When the pupils can count 10, 20, 30, etc., forward and backward, and are able to answer test questions similar to those in the first step, I commence taking the third step, by making ten marks and one more; then ten and two, and thus to twenty. I find that children have some difficulty in remembering eleven and twelve, as there is no connection between the numbers

which compose them and the names; whereas, they readily see that fourteen is a short name for four and ten, and that fifteen sounds better than fiveteen. In a similar way they are taught to count from 20 to 30, from 30 to 40, etc.

While learning to count, the pupils are at the same time taught to make the characters representing each number. By this means, sight, when the figures are properly arranged, may aid hearing in fixing permanently the order of numbers in the pupils' minds.

After the teaching comes a goodly amount of drilling, until the pupils can commence at any number between one and one hundred and count either forward or backward.

ON MATHEMATICAL TEACHING IN OUR SCHOOLS.

BY TRUMAN HENRY SAFFORD,
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I.

THE study of mathematics in our schools (at least beginning with the grammar grade) is susceptible of great improvements. To see more distinctly what these improvements shall be, we ought to consider in the first place the matter to be taught, in the second the method of teaching it, and last of all the text-books. As, however, the matter is a little abstruse and the method not always easy to find, many teachers, nay, even professors in colleges, find it easier to begin and end their studies with the consideration of such text-books as it has pleased the book-publishers to furnish; whose interests are often diametrically opposed to the principles of true educational science.

The best writers on education tell us that the true teacher is known by his habit of concentrating the matter taught, in two senses; concentration signifies in the first place such a diminution of the matter that it can be thoroughly and wholly mastered by the scholar, and in the second place such an order of taking up the different branches of the same subject, and such a use of their mutual relations, that they will give each other the greatest mutual support. An army is concentrated when it occupies just so much ground that it can move freely, and yet its different divisions support without hampering each other; a chemical substance is concentrated when it is pure and strong, with-

out admixture of foreign matter. So would a course of mathematics—for instance—be concentrated when the matter taught is of a useful character, the chain of reasoning complete, and the different branches of study which it includes come in at the proper place and time; while yet the method of teaching and the text-books are free from that sandy diffuseness which repels the student and leaves but little for him to do save to perform merely mechanical operations.

But how much, alas! remains to be done in our schools in this direction; how many and how long books must the student wade through before he reaches the point which either the demands of science or of practical life require him to attain; how great, in a word, is the burden of text-books and traditions which the mathematical teacher must bear.

Our mathematical departments in the higher schools are often unpopular, our mathematicians few, and our practical engineers, architects,—nay, even master mechanics,—seek in vain for the young men they need as apprentices—for boys who have at school received a proper mathematical education to fit them to learn even a trade thoroughly.

The error in our system is one that is very easy to correct, by applying the principle of concentration; to know how to apply it we must look, as has been said above, first at the matter to be taught, and in so doing must free ourselves from the wrong impressions which tradition and text-books have given us. Our ancestors and the book-publishers are not the first witnesses we should consult.

There are two general branches of mathematics—arithmetic and geometry. Of each the primary school should teach, and often does teach, the elements; the intermediate school should, and often does, continue this teaching and superadd the first degree of abstraction. The pupil leaves this grade with a good knowledge of the four ground rules of arithmetic, and ability to apply them; with some primary conceptions of abstract geometrical form.

Here now arithmetic is continued; why not geometry?

This, then, I wish to lay down as a distinct principle, that the grammar school should teach the elements of demonstrative geometry, to include the following subjects:

Parallel lines and their relations;

The angles of triangles, quadrilaterals, and polygons;

The congruence (equality in all parts) of these figures;

The simpler propositions about the circle;

The change of polygons into figures of equal area;

Practical problems in geometrical drawing.

These subjects do not include proportions, similar figures, or the measurement of areas; they do include the Pythagorean propositions.

Whether the line is drawn too high or too low I do not know; but I do wish to insist upon the necessity of training all scholars in geometry throughout the grammar grade, so that the elementary ideas of demonstration shall be just as familiar to them as those of practical arithmetic.

The first objection is a very prominent one—want of time. This must be remedied by concentration in arithmetic and drawing. A great deal of arithmetic is somewhat unpractical—as I shall show in a future article—and occupies time much better spent in geometry; nay, even some parts can not be *well* taught without geometry. Euclid himself made his arithmetic follow his geometry; we simply ignore those books of his treatise.

Another objection—that many of our teachers can not teach the subject—will perhaps delay, but not for many years, the carrying-out of these suggestions; and the related objection, that there are no good text-books of elementary geometry, will easily vanish; if, indeed, oral teaching alone would not be really better.

But the practical value of geometry in the grammar schools is at once visible. The scholar who at fifteen or sixteen leaves these schools to learn a mechanical trade will often be greatly aided, and be able to take a higher position than he otherwise would, by his geometrical training. The normal school can carry the subject on farther, and thus prepare teachers for the elementary departments, where not merely a mechanical acquaintance with but a thorough insight into geometrical form is required; the high school can do the work of preparing for the polytechnic schools much more thoroughly and perfectly, and relieve these institutions in part from their greatest burden; and the colleges can in their turn be relieved from school work in geometry, and do their work better and more scientifically.

In another article I propose to show how arithmetic (including under this title algebra) can be concentrated for school purposes, and made to take up less room and less time; exposing at the same time the reasons why these subjects do not practically produce their full effect.

It will be seen from the present article that I propose to have arithmetic and geometry go side by side in our teaching; the next article will show how in this matter a very wholesome concentration at once is effected, and that the two branches really belong together, both in the grammar and the high school.

The first of a series of concentric courses of mathematics—the grammar-school course—comprises practical written arithmetic, one half of the ordinary elementary plane géometry, and geometrical drawing. The teacher should be so trained that he or she can teach it orally, if necessary; and at least without slavish dependence upon any text-book.

C H A R A C T E R . *

BY MISS MARY ASHMUN.

Who is the successful teacher? In order to answer this 'vexed question', let us look a little to this word *success*. Who has not felt its magic power? How in the midst of despondency and gloom the prospect of it thrills us with new life! How even a glimmer of it inspires us with a strange enthusiasm when hope has well-nigh fled! How the possibility of obtaining it fires us with fresh zeal when despair is fast weaving its toils about us! How faith in it gives to the weary arm unthought-of strength, to the eye a kindling light, to the tired soul a vigor before unknown! for success is *an ultimate prosperity, a happy result of endeavor, an agreeable termination of labor*. And let us carefully notice that it does not necessarily imply a present happiness, a sailing through unruffled seas and cloudless skies, a calm moving-on without a trial or a care. Indeed, from the very etymology of the word we infer a something to be overcome, a difficulty to be surmounted. We count that tradesman successful who, even after long years spent in the worrying fluctuations of business, retires from his labors a merchant prince. We count that general successful who, with his small band of followers, meets the greatly superior forces of the insolent foe, and out of apparent ruin leads them on to victory; and the greater the peril, the greater the glory that shall gather around the victor's brow. Aye, more: the pages of history are brilliantly illuminated with the names of those whose memory she has crowned with the laurels of success, though they died without a knowledge of what they had achieved. The names of Columbus, of William the Silent, and of Lincoln, will stand out as beacon-lights through all time, and will shine with increasing lustre as the years roll on.

The successful *teacher*, then, is he whose efforts are rewarded with an ultimate prosperity, whose instructions are calculated to mould the character of those about him, and train them in habits the exercise of which shall develop a symmetrical manhood or womanhood, and may even reach beyond this life and take hold upon eternal things.

But what shall be the qualifications necessary to bring about such a result. I answer that character, soul-power, moral force,—call it what you will,—is the great essential, standing before and above every thing else. And here let me remark that, in this paper, the use of this word moral force, though, strictly speak-

*A paper presented at the meeting of the Illinois State Teachers' Association at Decatur, December, 1870.

ing, meaning any power of a spiritual as distinguished from a material nature, either good or bad, will be limited to force thrown on the side of right. A careful analysis of the character necessary to constitute a person a successful teacher finds it to be a blending of several different principles: an energy sufficient to grapple with whatever difficulties may be in his path; a judgment that will adapt itself to circumstances, and not be turned from its aim though unexpected obstacles appear; a sympathy with the hearts of his pupils that will lead him to vary his manner to suit their various needs; and a love for their welfare that will look beyond the present hour to the great life-work before them.

With this idea before us, let us see whether it is possible to specify a particular class to which a teacher possessing this moral force belongs. And, in the first place, is the popular teacher necessarily the successful one? If true success, as now defined, depends upon the impression of the moment, upon the power to gain the admiration of those about one, or even their affection, why, then, the man who can make out of his pupils strong and attached friends, who can number the community in which he lives as his firm ally, surely he is the successful teacher. If this be so, let us lay aside all other questions of qualification; let us no longer ask concerning the morals, habits, learning, of the candidate; and let state and county superintendents simply inquire "Is he popular?" "Is she popular?" But this summary way of disposing of the matter may be found to be more intricate than at first supposed; for how can it be certainly known, because a person was popular in one school, in a given locality, in one class of circumstances, that he will be in every place, in all schools, in totally different circumstances? Indeed, the very qualifications that would render a teacher eminently popular in Decatur might have a tendency to make him eminently unpopular in the Fiji Islands. But it may be said, "Granted this, and yet his popularity in a particular place is the measure of his success in that particular place." This may be so; for the question is not whether a successful teacher may be a popular one, but whether a popular teacher is necessarily a successful one; and it certainly is true in the low, restricted sense in which the term is some times used. But if success in teaching, like success in every other enterprise, looks to final results, to far-reaching work, is popularity the necessary essential of a successful teacher?

In order to a candid consideration of the subject, let us roll back the wheels of time and take a hasty glance at some of the teachers of the ages. Was Galileo popular when imprisonment and chains were the price he paid for daring to teach the startling fact that the earth moves? And yet he was successful, for the veriest tyro in our schools will laugh at you if you deny it. Was Socrates, the man of sublime meditations, of earnest, patient life, popular, when he quaffed the cup of poison that the hand of intolerance presented to him? But was he not successful? Was Martin Luther popular when, with the words of the grand old hymn upon his lips, "A strong castle is our God," he proceeded to bring down upon himself the anathemas of the Infallible Pontiff who then occupied St. Peter's chair? To-day the church-bells in nearly every country in the world call men to hear the doctrine taught, "The just shall live by faith." Was Paul popular when he was harassed, chased, mobbed, imprisoned, decapitated? And yet that obscure old man from behind his prison-walls wrote to a few feeble churches in their infancy letters of encouragement and cheer and warning and advice, containing those eternal truths that are now received by eager thousands. What degree of popu-

larity did the 'noble army of martyrs, the glorious company of the apostles,' enjoy who sealed their sincerity with their blood, but whose principles, enduring as the everlasting hills, live after them? And what degree of popularity did He, the Great Teacher of the world, possess, who had not where to lay His head, whose professed follower betrayed Him, whose chosen friends forsook Him and fled, and who was crucified by wicked hands? These were all in the highest and truest sense successful teachers, whose work shall last as long as the earth endures, and shall even survive the shock of nature that shall wrap the world in flames. What, then, was the secret of their success? Certainly not their popularity; for we have seen how in the midst of their greatest efforts for humanity they were met by the scoffings of the mob and the denunciations of ignorant and infuriated governments. While they despised to stoop to gain the applause of men, do we not see the secret of their power in their single-eyed purpose to uplift the world; their terrible earnestness in their work; their untiring energy in the way of right; in their clear apprehension of the responsibility of their position, and their unflinching determination to carry on their mission, though in the face of toil and ignominy and disgrace; in their intense sympathy with the needs of the world? And Shakspeare, who to-day stands at the head of English literature, lived and died comparatively unknown. And it was not till he, whose name is now held in almost reverential honor by scholars throughout all lands, had been in his grave seven years that the world saw the first published edition of his plays.

But, if the popular teacher is not necessarily the successful one, let us look for an answer to our question to the trained teachers, to those that have 'systems', 'plans', 'methods', 'ways of doing things'. But are military drills the most efficient means to develop the minds of children? Will those miracles of perfection in the working of particular methods tend to open the heart of the susceptible girl or boy to all good, high or holy purposes, and fill his or her mind with all true aspirations? And, besides, is the experience of any one so limited as not to have witnessed some of the most signal failures among teachers whose so-called skill in drill and 'methods' had reached the highest state of completeness? And who has not known some of the proudest trophies of success to have been gathered by those whose knowledge of the 'methods' has been exceedingly small, who perhaps never saw an object lesson proper according to the cut-and-dried meaning of the term? Far be it from me, however, with the full blaze of the light of the nineteenth century shining down upon me, to stand here and decry the advance made in school-keeping since the time the teacher gathered the little children around her knee and, with penknife in hand, went successively through the alphabet and then back again, repeating the process with marvelous patience, till all had learned their A, B, Cs. And it would be worse than nonsense to affirm that the 'good old times' when the teacher had no blackboard ought to be resurrected. All hail the onward march of our public schools. Thanks to that enlightened public sentiment that is scattering its normal schools all over our great Northwest. Thanks to those earnest men and women that have so improved upon the old plan as to secure better results with less of labor. Still, what we contend for is that these 'plans', these 'methods', these 'ways of doing things', in order to be really effectual in bringing about the highest good of the pupil, need to be vivified, permeated, all aglow with a character, a soul, a sympathy that so breathes through them as shall make them seem the outgrowth of the 'Enthusiasm of Humanity' in the teacher, rather than a mill into which all shall be promiscuously tumbled,

and out of which all are expected to emerge ground down to precisely the same degree of fineness.

The Universe of God, with its galaxies of blazing suns, its millions of revolving planets, and its retinues of moons, proclaims that 'order is Heaven's first law'. The change of the seasons, the uniform succession of day and night, in a word, the grand march of Nature herself, shows our God to be a lover of harmony and method. But is not the machinery that links the seasons to each other so wreathed with the flowers of His love, so freighted with the fruits of His benevolence, so graced with the glory of His majesty, so crowned with the white beauty of His holiness, that, while admiring the *character* of the divine artificer, we almost forget the *plan*? And did not He, the Great Object Teacher, when He took the lilies of the field in His hand and held them up to the listening multitudes, did not He cause His love for unaffected simplicity of character and child-like faith to shine forth, while teaching according to the most approved methods of the present day?

The time that a teacher can have the mind of his pupil under his direct control is, at the best, but short. Now, should all this time be spent in learning facts? To be sure, at the end of his school-life he would have accumulated quite a number of items; but let him now be turned loose into the world of men and things, and how much will they be worth to him? How long, in the hurry and bustle of the counting-room, will he remember the propositions of Legendre or Euclid? Or how long, in the worrying, wearying, wearing life of a clergyman, will it avail him to have once known the exact date of every event that has transpired since the foundation of the world? And how much will it avail that young house-keeper to know that she once could give flippantly, without a trip in the words, the five declensions and the four conjugations of the Latin Grammar? But, in all of these cases, will it not avail a thousand times that habits of attention, of accuracy, of exactness, have been obtained? Euclid will not have been studied in vain if from its irresistible logic, its remorseless conclusions, have been drawn habits of close, argumentative reasoning, and deep, patient, earnest thought. And the study of History will not prove a thankless task if from its perusal have been observed the philosophy that underlies the rise and fall of empires, the growth of ideas of freedom, and the birth of republican institutions, and also the sublime lesson of an overruling Providence in the affairs of men.

What in the case of Newton would have taken the place of a habit of calm and independent thought? Would statistics and tables and rules carefully stored away in the memory ever have revealed to him the strange, all-embracing law of gravitation? And what a wonderful mine of wealth has been opened to the busy housewife if her study of Latin has created in her a habit of noticing the wondrous flexibility of our own language, and its force and beauty when the original meaning is still seen shining through the wrappings that our own time has thrown around it! Perhaps some few pages of Natural Philosophy have been left out of the boy's course of study; but the habit of inquiring *how* and *why* may make of him an eminent machinist. Perhaps some few lessons in Botany have been left out; but the boy's love of nature has been so kindled that he goes forth into the garden of the Lord with eagerness and delight, and gathers from hill-side, mountain-top and prairie flowers whose perfume shall mingle with his heart's devotion in an incense of love and reverence to their Maker. And how great shall be the joy of that teacher who can by his own character so arouse his pupils from the

low level of learning facts up to the higher plane of reaching after principles; who can so stimulate them to habits of truth and study and reflection, that they shall become men and women who will not only go through life making use of their cultivated powers of mind for their own improvement and the happiness of those about them, but will be silently, surely and irresistibly led to think on those things that concern their welfare in the great Hereafter!

But if, as we have seen, the successful teacher belongs necessarily to neither the class of popular nor of trained teachers so called, to what class shall we look for an answer to our question? Some one says, perhaps, "To the *natural* teachers; no one should undertake the business who is not a teacher by nature — 'teachers are *born* not *made*'." A natural teacher, indeed! As though there were some who could teach well by intuition, with no particular thought or care about it! Was Harriet Hosmer considered fit, did she consider herself fit, for her high place among sculptors before she had spent long, toilsome years of work at Rome? And yet she was a *natural* artist. And what of those who attempt to teach the divine art of music before weary days and nights of incessant toil? But Mozart and Beethoven were *natural* musicians. Every 'natural teacher' has, it seems to me, become so through great tribulation, through infinite pains-taking, through hours of thought and care and study — in fact, has had to be *naturalized*. Many a time has the 'natural teacher' left his school-room with desponding heart and faltering step, only to spend the night in troubled dreams over the affairs of the day and in real misgivings as to whether he has not made a grand mistake in attempting to teach at all. But, forsooth, because, when the next day arrives, he does not pin his heart to his sleeve and tell his trials to his patrons and scholars, he is called a 'natural teacher', needs no sympathy and, consequently, gets none.

"He may wear a rose in his hair
And feel like a weed;
Who knows that the rose has thorns,
And makes his temples bleed!"

I have known cases where persons have climbed up to their present position through constant perseverance, through fiery ordeals, through fightings without and foes within. They have not been carried on 'flowery beds of ease' to the places they now occupy; and yet, the giddy world looks on at the time of their exaltation and says "Behold these 'natural teachers'!" Success in teaching must be secured, it seems to me, like success in any other enterprise, by downright, earnest work; but a work all baptized with a devotion to the holy cause of education, that changes it from an irksome drudgery to a divinely-appointed mission; that in the darkest hour hangs the beautiful star of faith in the sky, whose calm and tranquil shining clothes him in an armor of light, till he seems to himself transfigured by the glory. He is no longer a careworn, tired teacher fainting by the way, but a soldier of God doing valiant battle for the right, 'a workman that needeth not to be ashamed'. Such is the successful teacher — one that belongs necessarily to no particular class, but may be found wherever there is a genuine love for the work combined with energy and determination. And, in my opinion, a pupil can no more be in the presence of such a teacher without being inspired with somewhat of his spirit than a daisy can expand its petals to the summer's sky without receiving warmth and growth and beauty from the sun. "Canst thou bind the sweet influences of Pleiades?"

"Think truly, and thy thoughts shall the world's famine feed;
Speak truly, and each word of thine shall be a fruitful seed;
Live truly, and thy life shall be a great and noble creed."

The power of a superior character to infuse something of its own strength and beauty into the lives with which it comes in contact, from the very laws of its being, is recognized in the triumphant words "And we all with open face, beholding as in a glass the glory of the Lord, *are changed into the same image* from glory to glory." You can not shut up within themselves the splendors of our sunsets—the colors will flame out over the sky, and our thoughts will, in spite of ourselves, pass on beyond the rifted masses of purple and gold, till our sordid lives and groveling aims shrivel and shrink away in very shame. The rose can not keep its beauty and its fragrance inclosed within itself,—somehow, its perfume will escape and its exquisite tints will attract our eye without its ever once proclaiming itself in noisy words. And shall the spirit of man glow with an earnest love, with unfeigned sympathy for the dear hearts committed to its care, and give no sign? Can an intense desire for the welfare of the pupil exist and not look forth from the eyes? Can strong impulses for the truth and right-mindedness of the scholar exist without some words for truth that shall reach other hearts coming from the lips? And how long can the fires of devotion to the good of others smoulder within before they burst into the flame of generous, unselfish deeds? Let *us* be true and pure and strong and brave, and our scholars will be pure and true and brave and strong. But ah! let us be patient; yes, let us be patient. God only knows whether shall prosper this or that. God only knows how many years must roll away before that earnest word of ours will stir in its dull prison-house and bloom forth with grace and beauty. But it *will* bloom; it *must* unfold. And does it matter whether we *see* the mysterious process of germination, its slow expansion to the light and the radiant loveliness of its blossom? Let us have faith. There are some choice plants with which the sun and rain and air must strive a hundred years before the flower comes; and shall we be discouraged because "whatsoever things are true, honest, just, pure, lovely and of good report" do not appear after we have toiled a few brief days.

"SOMETHING PRACTICAL."

ED. TEACHER: I not unfrequently have my righteous indignation thoroughly aroused by the use, or rather the *abuse*, of the two words which head this article. Not long ago I asked a gentleman who had *occupied* the school-room for a number of years to subscribe for the Teacher: I had induced him, on a former occasion, by dint of *hard persuasion*, to take it one year. He replied that he wanted '*something practical*', and had read the Teacher one year and could not see that he was benefited by so doing. He did not think it *practical* enough. I replied, "Its columns are open to you, and no doubt the editor would

be much gratified to give place to a '*practical*' article from your pen: if you *know* what is wanted, it is your duty to let your *light shine*."

Upon further conversation, I found that he expected an educational journal to give him fixed rules for doing school-room work, and point out specific methods of meeting all cases of discipline that might arise from time to time. In short, I think we shall find that a majority of those who prate so much about '*something practical*' have about as clear ideas upon the subject as an Apache Indian has about mercy.

In my humble opinion, the teacher who can not get the value of the subscription out of twelve numbers of the Teacher would do vastly more good hoeing potatoes than he will in the school-room; and the greatest boon he can confer upon those he is attempting to instruct is to vacate, and give place to some more efficient laborer. K.

Odin, Ill., June 13th, 1871.

NOTES, LEXICOGRAPHIC AND LITERARY.—VI.

BY DR. SAMUEL WILLARD.

38. BROAD CHURCH.—This expression, now proverbial, first appeared in the *Edinburg Review* of July, 1850, in an article nominally on 'The Gorham Controversy', but really on the relations of the British Government to the established church. Therein the author, the now well-known Dr. Arthur Penrhyn Stanley, said, "The Church is, by the very condition of its being, not High, nor Low, but Broad." Thenceforward the name Broad Church was applied to that portion of the Church of England that agreed in spirit, tendency, and style of opinion, with Dr. Stanley, Prof. Jowett, Dr. Temple, and the like: they are called the liberal party, and endeavor to harmonize all parties by cultivating great liberality of spirit and breadth of view. When republishing the article, Dr. Stanley said that the suggestion of the above sentence to him was by Arthur H. Clough, the poet.

39. JAMES III AND CHARLES III OF ENGLAND.—In Reade's *Put Yourself in His Place* these titles occur, which will be found in no list of English monarchs. They were the titles assumed by the dethroned line of Stuarts: these and their adherents denied the legality of the succession of William and Mary, of Anne, and of the House of Hanover; and when James II died in 1701, his son James Francis Edward took

the title James III, and was acknowledged King of England by Louis XIV. He is known as the Old Pretender, and the Chevalier St. George. The insurrections in 1715 and 1745 were in his favor; in the first of these he landed in Scotland. Born in 1688, he died in 1765, leaving his claims to his oldest son, Charles Edward, the Young Pretender, born in 1720, who took the title of Charles III. This is the prince who figured in the great rebellion of 1745. He died at Rome in 1788; and the claims of the Stuarts fell to his younger brother Henry Benedict, who was recognized as Henry IX by the Jacobites. But he entered the priesthood of the Roman Catholic church, and became Cardinal York. When he died at Rome in 1807, the line of the Stuarts ended, and the succession of the House of Hanover was undisputed.

40. KILKENNY CATS.—It is singular that some allusions pass current familiarly the origin of which is unknown, and the story of which is rarely written. When talking once with an intelligent class in a high school, I alluded to the Kilkenny cats, and was surprised to find the allusion not understood. Nor do I find it explained in any dictionary save Hotten's *Slang Dictionary*. I have never seen the origin of it stated. I only know that it is an old story that in County Kilkenny, Ireland, two cats fought so ferociously and persistently that at the end of the contest there was left on the ground only the tips of their tails.

41. KENTISH FIRE.—In *Ginx's Baby* we find that the speeches before the audience in Philopragmon Hall were received with 'cheers and Kentish fire'. Kentish fire is a peculiar clapping of the hands, which came into note in England during the agitation of the Catholic Emancipation (1813-1829), and derived its name and notoriety from a great political meeting at which it was used, on Penenden heath, in County Kent, 1828. So I learn from Mr. Robson, an Englishman, Librarian of the Young Men's Association, Chicago, who is full of local and antiquarian information.

42. HEN-FEVER.—"It is probable that from the individual suffering from the 'Hen-fever' much public good will result in the improvement of the various breeds."—*New Amer. Cyclopædia*, Vol. V, p. 415, b. The hen-fever was a mania for raising new, fanciful and high-priced varieties of gallinaceous domestic fowls, which prevailed about the year 1854, and was not an old story when the above quotation was written in 1859. Mr. G. W. Burnham, one of the speculators during the mania, wrote a jocose book, *History of the Hen-Fever*, in which fact and fun were mixed in uncertain proportions. This was published about 1857, but is

not mentioned in *Allibone*, nor is its author named. There was a copy in the library of one of the literary societies at Normal.

43. BAGNIO.—Used with the meaning ‘a slave-mart’, in Scott’s *Talisman*, ch. x. Not so defined in our dictionaries; but in the Italian language *bagno* means a slave-mart. The example in Scott reads, “I have seen a better heathen sold at the bagnio for forty pence.”

44. CHICKABIDDY.—Noted in *Webster’s Dictionary* as “trivial, U. S.” But it is not an Americanism, but a common word in England. It occurs in Reade’s *Put Yourself in His Place*, ch. viii.

45. DISFORM.—“They seem to form, disform and re-form before us, like the squares of colored glass in the kaleidoscope.”—Gladstone’s *Juventus Mundi*, p. 306. A new word, and a desirable addition to our vocabulary, meaning to lose form, abandon form.

46. ECONOMIST.—With meaning of ‘a governor, manager, administrator of affairs’, this occurs in *Juventus Mundi*, p. 68: “Like his father Laërtes, he [Odysseus] was both a conqueror and an economist.”

47. EPICHRISTIAN.—Immediately after the time of Christ. De Quincey speaks of the ‘epichristian era’, ‘age’, ‘generation’, in his essay on *The Essenes*, in *Historical and Critical Essays*, vol. i, pp. 49, 52, 53, 57.

A LESSON FROM CHINA.

BY JAMES H. BLODGETT.

THE report that one of the best teachers among the women of Illinois has lately left the work here to teach in China, with the peculiar obstacles that have just arisen in the way of her new work, gives a new personal interest to the wide complications of national and religious feeling.

The recent news from China indicates new difficulties in the work of Christian teachers, and shows the influence in remote regions of lawlessness among our own people. The demand has been made of foreign ambassadors by Chinese authority that all schools for instruction of females be closed, that males be taught nothing in conflict with the doctrines of Confucius, that all missionaries be deemed Chinese subjects, and that no female missionaries whatever be brought into the country. In reply to representations of our government regarding the Tien-Tsin massacre and other proceedings against foreigners, that they are violations of the Burlingame treaty, Chinese authorities reply, We were not the ones who broke the treaty. You violated the treaty in failing to protect the Chinese in the United States from

mob violence and from unjust legislative enactments. It bids fair to be a very troublesome question for our government to meet, and is an additional illustration of the duty of every citizen to look carefully to the cause of order and justice in our own midst. Mobs and lawless violence have often been winked at by those who would scorn direct participation in such acts, and yet would say the treatment was deserved by the victims, who were by opinion, by word, or by action, obnoxious to the community in which they were. The old Anti-Slavery riots, the Know-Nothing disturbances, the lawless destruction of liquor-shops, the dispersion of lawful assemblies, the Regulators of disturbed society, the personal violence offered to the Chinese, interferences with coal-mining and other labor, the breaking-up of schools and private enterprise at the South, all have had their apologists among nominally Christian people, who have seen in offensive opinion, circumstance of birth, or in crime itself, a justification of barbarism, brutality, and savagery, sowing seeds for wrong to manifest themselves in vast growth and unmanageable proportions some where in later years. Men found sport in setting boys to annoy Chinamen in the streets, and a new sport in their unresisting helplessness; but now comes a reaction that puts a whole nation anew in hostility to a Christian civilization. We are put to shame as we see our own personal friends the objects of hatred, abuse and cruelty in their own country, without power on the part of government to make them safe in the lawful pursuits of life on every part of American soil. We have had justified mob violence so long and so unchecked that we should present a singular spectacle compelling China to give our citizens protection and freedom which can not be secured in every county of our own domain. There is a new lesson here for those who would separate moral instruction from the daily work of our schools, who would leave us to train youth who, like Rulloff, shall be prodigies of mere knowledge, but who, like Rulloff, may be monsters in crime, seeming almost destitute of a moral nature. Social morals and personal virtue must be topics within the domain of the instructor, whether parent or professional teacher, or we may for a time secure protection for our citizens abroad with men of war and big guns that we can not by a wholesome administration of law secure at home, and finally find ourselves broken down as a nation by a kind of high-toned lawlessness and civilized barbarism and brutalized Christianity, that is as far from the real spirit of Christian living as much of despised heathenism can be.

Rockford, Ill., May 5.

EDITORIAL DEPARTMENT.

VALE.—With the present number closes our connection with the Teacher. This is a step of which the necessity has been felt for several months, but which we had hoped to defer to the close of the year. There is, however, a limit to all human effort, and experience dictates the necessity of a diminution of our own labors. A proper regard for health and a satisfactory discharge of other duties make it imperative.

As we write these words, many recollections of the past seven and a half years of editorial labor on this journal crowd upon us. First among these is that of the host of warm friends and earnest collaborators that we have met to cheer us in our work and to lighten burdens which would otherwise have been too heavy to be borne. With this recollection comes also the assurance that friendships which have been strengthened by the bonds of a common sympathy and a common effort are too strong to be broken. To these friends we return many thanks for their acts of kindness and coöperation.

We leave the Teacher in competent hands. The ability of our successor as a writer and an educator is a surety that in his care its pages will be filled with matter valuable for the instruction and profit of its readers. We bespeak for him from our contributors the same cordial support which they have hitherto extended to us.

Of our own editorial labors we wish not to speak. If they have contributed to the success of any one of the laborers in the great educational field, we are satisfied. The consciousness of having made an honest effort to help forward the noble work will be its own reward. We purpose, however, to say a few plain words to teachers generally concerning their relation to educational journals. The necessity of subscribing and writing for them, as a matter of duty to the profession, or from public spirit, has been referred to so often that farther words of the kind would seem almost repulsive. We wish to present another motive, that of self-interest. As the world goes, advancement in position or reward is the result of labor. The journeyman who is extremely careful not to prepare for the day's work before the hour for work arrives, or who will carefully lower the sledge, if it is half-raised to strike another blow, when the bell taps the minute for closing, will always be the first to be discharged and the last to be employed. So it is with the teacher. The estimation in which he is held will be proportioned to his interest in and his devotion to his work. When we say this, we do not refer to his six hours of labor in the school-room, simply, but to his work in education generally. There is opportunity for him to do many things for the mental improvement of the people outside of his class-instruction. Every such opportunity improved is an item to his credit in the accounts kept by public opinion, and the public will honor the claim. He who keeps himself well up with all educational progress, striving to devise improved methods and ready to adopt new and valuable suggestions, will be found in the way of preferment. Such a teacher will always be interested in educational literature, and will be not only a reader of the teachers' journals, but also a contributor to them.

S. H. WHITE.

THE editorial labors of the Teacher will hereafter be performed by E. W. Coy, Esq., Principal of Peoria High School.

SOMETHING PRACTICAL.—We tender our thanks to our correspondent K. for his appreciation of the Teacher, and for the excellent advice he gives to a quite large class of teachers who are of the intensely-practical sort. We can imagine that there might be a class of persons having sound bodies, who would be brought to the verge of starvation with abundance of fresh and wholesome food before them, unless it were prepared to exactly suit their capricious appetites. They would not have the knowledge or the ability to cook it for themselves. We have heard of a disease of the digestive organs by which they became so weak as to be

unable to digest any but the simplest diet. So there may be a class of teachers whose mother-wit is not sufficient to enable them to adapt an idea to their own individual case, and they brand it as unpractical. Or it may be that there is a mental weakness which disables them from digesting the best thoughts of the best educational writers of the day, unless they have been previously brought into the condition of what one of the most prominent educators of the country calls *pap*. To them such mental pabulum would be practical.

The dawn of a better day is approaching. The mass of teachers are progressive, learning to adopt the good thoughts of others into their own practice. The profession is growing truly more practical, and is leaving behind that class of teachers who can not see that those principles which underlie all methods are the most practical things in education.

COMPETITIVE EXAMINATIONS.—The system of competitive examinations for positions in the civil service of the government deserves the watchful attention and judicious support of every teacher. If honestly and faithfully carried forward, it will furnish a motive-power to the youth of the country greatly needed to secure satisfactory use of the advantages of the schools. The last Congress voted \$10,000 to enable the President to inaugurate such a system, and he has appointed George W. Curtis, of New York, Joseph Medill, of Chicago, Alex. G. Cattell, of New Jersey, Dawson A. Walker, of Pennsylvania, E. B. Elliott, of the Treasury Department, and Joseph H. Blackfan of the Postoffice Department, a board to carry out the provisions of the act referred to. With competitive examination for governmental positions will come a value for the certificates of examination for admission to a host of positions requiring skill, accuracy, and honesty, in private corporations and business houses, and we trust that we may see the beginning of a better recognition of these qualities, as plans for learning where to find them are matured.

In connection with civil-service examinations are suggestions that may grow into definite shape among literary institutions. Some one writing from England says, "It may seem Utopian, but I hope the day may come when a Literary College, or whatever it may be called, may be established, that will grant diplomas by examination in literature, and that persons holding these will have preference given them in appointments or situations in any literary capacity." Not long ago, a person of undoubted ability to pass all examinations required applied to the principal of one of the leading high schools of Illinois to know how a diploma of that institution could be obtained by one not a student. The idea of providing for such cases had not occurred to the authorities there, as it has not elsewhere, so far as we know; but this incident confirms an impression that, in spite of prejudices against granting such diplomas and dangers of abuse in inaugurating such a measure, there might be real aid to the cause of education by the bestowment of certificates on all those who could meet the scholastic requirements of the institution issuing the certificate, without reference to the places where the work of study was done. Our State Teachers' Diploma partially fulfills that demand; but it is purely a professional certificate, and, while it restricts no one as to the place where he was trained, it is of no worth to one whose labor is in other literary departments. Certificates of successful examination in the studies that form the course of our higher institutions may yet be found an incentive to those whose student-life must be fragmentary, spending little time at any one school or under any one

set of educational influences, to go on and give a kind of completeness to that which, under present regulations, is likely to be left without further well-defined effort, when one first gives up the expectation of completing any well-defined course. We do not feel prepared to say what would be the certain effect of such a step, for so much must depend on its reception by the public and the circumstances under which it is inaugurated; but it would be likely to prove, under judicious regulations and open examination, an incentive to many a youth to go on, rather than leave his work in such a form that neither he nor his friends can compare it with that of others.

Open, competitive examination, say we, wherever it can be made of use. The advantages of endowed institutions with skilled instructors and ample apparatus will always draw within their walls the mass of students who desire the course they mark out; but many of the self-taught might be encouraged to spend time at the special courses, and for terms when they can command the time, if they felt that the question would not be *where they had studied*, but *what they had learned*, when diplomas were given out. It is worth thinking about.

STATE NORMAL UNIVERSITY.
Normal, Ill., June 9, 1871. }

THE undersigned hereby express their intention of being present at the State Teachers' Institute to be held here in August next, beginning on Monday, the 7th of that month, and to give instruction as required.

RICHARD EDWARDS,
EDWIN C. HEWETT,
JOSEPH A. SEWALL,
ALBERT STETSON,
JOHN W. COOK,
HENRY MCCORMICK.

It is also expected that Professor Metcalf will return from Europe in time to be present at the Institute.

The above announcement gives assurance of the excellence of the exercises at the next session of the State Institute. There are very few similar bodies in the country that are instructed by men who are as able or as experienced in the work. Let the teachers of the state come out and here gather new zeal for commencing the work of the coming year.

WOMAN'S EDUCATION.—The subject of Higher Culture for Woman will come before the Principals' meeting at Rockford, in an address by Miss Frances A. Willard, President of the Female Department of the Northwestern University, at Evanston, on *People out of whom more might be made*. Miss Willard has traveled abroad, besides making good use of opportunities at home. The idea of those who now control the Northwestern University in its growing wealth and power is comprehensive and sensible in its bearings on Woman's Education. It is simply to open all the facilities of acquired learning and collected scholarship clustered about the best institutions of Christendom to any woman who will faithfully use them, with such opportunity for the woman student to go for counsel and society to her own sex as her special needs require. The old institutions will not at once adapt their old commons and the dens in which boisterous orgies have been rife among their secluded students to the new want, but in the equipment of new buildings the vices of the old college barracks will be modified. Let the lectures, the laboratories, the class-rooms, be open to any woman who feels that she is ready and able to do the work, let such adjustment of circumstances be made that no sacrifice of delicacy shall follow, and many a young man will be saved by the in-

direct influences that compel more than the ancient purity of college rooms. Whether it makes a marked difference with woman will depend on the individual earnestness and consecration to a purpose with which students go to the new field of labor. The new movement leaves it a matter of individual decision, and puts the test upon actual accomplishment.

Mrs. Beveridge and Miss Willard were elected delegates to the Principals' meeting at Rockford by the Woman's Educational Association.

EDUCATION IN THE SOUTH.—The last report of Dr. Barnas Sears, the general agent of the Peabody Education Fund, shows that during the past year the sum of \$108,000 has been disbursed in aiding 213 towns, districts and institutions throughout the Southern States. Those who have received this aid have raised and expended for educational purposes from their own resources about \$500,000.

In Mississippi, since January 1, 1871, nearly three thousand free public schools have been established, and the number is constantly increasing. About eighty thousand pupils are in regular attendance, and between three and four thousand teachers are employed. The first teachers' institute ever held in the state was recently held in Holmes county. We learn from the report of the Superintendent of Public Education that the open and violent opposition, particularly in the eastern portion of the state, by which a large number of schools were broken up, and in some instances the teachers were driven out of the country, is gradually subsiding.

Texas has just passed a free-school law providing for the appointment of a state superintendent of public instruction, a board of education, and a system of district supervision.

In Arkansas their school system has been in operation since the fall of 1868. During the year ending September 30, 1870, nearly sixty per cent. of the children of school age had been in attendance upon the public schools. At the recent session of the General Assembly a law was passed creating a board of trustees for the establishment of an Industrial University.

In Alabama a proposition has been made for an arrangement between the state and its colleges, by which the latter are to give special training to those intending to teach.

INDUSTRIAL UNIVERSITY.—From the fourth annual circular of the Illinois Industrial University, we learn that there have been in attendance at the institution during the year closing June 7th, 1871, two hundred and seventy-seven students. The university was opened last fall for the admission of women, and of the above number of students twenty-three belong to this class. More than half the students have been pursuing irregular or elective courses. Sixty-three are in the department of agriculture and horticulture, thirty-nine in the mechanical department, twenty-two in the department of civil engineering, and the remainder are distributed through the other departments.

The institution, during its infancy, was subjected to most bitter attacks, but it seems to have passed through its days of trial and to have become an established fact. The yearly increase in the number of students shows that it is gaining in public favor and supplying a felt need of the people of the state.

A new building is now in course of erection, which will furnish accommodation for the instruction of 1000 or 1200 students. It is to be 214 feet in length, with

wings 124 feet deep. Another building, for use as a mechanical building and drill hall, is also under way. It is to be 128 feet in length and 80 feet in width. These additions will furnish the university with much-needed conveniences for its daily work.

There are now organized in the university, colleges of Agriculture, including, also, Horticulture; college of Mechanics and Engineering; college of Chemistry; college of Natural History; and college of Literature, Science, and Art.

The next term will commence September 12th. It is a gratifying fact to know that already all the accommodations afforded by the university for rooming students are engaged, and a number of applications in excess has been received.

LESSONS IN LANGUAGE.—We are glad to see evidences of a disposition among some of our educational men to give more prominence to lessons in language in our common schools. This was held specially in view in the recent revision of the course of study in Chicago, and Cincinnati has been engaged in a similar work with the same object. Composition and exercises in the use of language are to receive more attention in connection with object lessons and other oral instruction. This, we are confident, is a step in the right direction. If there is any thing in our schools that needs to undergo a thorough reformation, it is the manner of giving instruction in the use of our own language. Certainly the results of our grammar-teaching are about as unsatisfactory as they could well be. Our complicated system of analysis may be very excellent as a means of mental discipline, but, so far as giving any aid in obtaining a correct use of the language is concerned, every teacher knows that it is of very little value. If our pupils improve in the use of their mother tongue in our common schools, under the present system, it is due more to the fact that the teacher habitually employs correct expressions in their hearing, and to the incidental corrections of faulty ones used by the pupils, than to any result of our regular grammar drill. We shall watch with interest the result of this change of programme. We doubt not that time will prove its wisdom.

MONTHLY REPORTS FOR MAY.—

TOWN OR CITY.	No. of Pupils Enrolled.	No. of Days of School.	Average No. Belonging.	Av. Daily At- tendance.	Per cent. of At- tendance.	No. of Tardil- nesses.	No. neither Ab- sent nor Tardy.	PRINCIPAL OR SUPERINTENDENT.
Pana.....	568	21	316	267	83.9	35	77	J. H. Woodul.
West and South Rockford	1164	19	1073	992	92	351	274	J. H. Blodgett and O. F. Barbour.
Oak Park.....	115	20	107	104	97.5	10	60	Warren Wilkie.
Marion.....	124	23	112	103	92	96	36	E. Philbrook.
East Aurora.....	1376	19	1292	1190	92	118	414	W. B. Powell.
Lewistown.....	203	20	203	279	95.2	25	122	Cyrus Cook.
Kankakee.....	679	20	597	546	91.5	97	173	A. E. Rowell.
Peoria.....	2254	19	2125	2010	94.5	229	848	J. E. Dow.
Henry.....	396	22	348	282	91.5	141	87	J. S. McClung.
Creston.....	88	23	80	75	93	4	22	P. R. Walker.
Belvidere.....	284	23	273	261	95.6	31	150	H. J. Sherrill.
Shelbyville.....	377	20	312	270	87	114	41	Jephthah Hobbs.
Odin.....	126	23	112	98	87.5	156	16	L. S. Kilborn.
Macomb.....	604	20	568	545	95.9	44	257	M. Andrews.
Normal.....	332	20	315	303	96.1	32	197	Aaron Gove.

PERSONAL ITEMS.

JONES.—Prof. W. P. Jones, the retiring President of Northwestern Female Col-

lege, intends establishing an educational institution in China, where he has resided several years as a representative of our government.

ENGLISH.—We learn with sorrow of the recent death of H. S. English, Superintendent of Schools in Cairo. Prof. English was a successful teacher and one of the ablest educational men in Southern Illinois.

BAKER.—Prof. Wm. M. Baker, of the Industrial University, has gone to Europe during vacation, commissioned to purchase an addition to the library of that institution, and also other material for use in instruction and illustration.

PECK.—John Peck, of Henry, Illinois, County Superintendent of Schools for Marshall county, was killed, a few days ago, by an accident on a New-Jersey railroad.

NORTHROP.—Hon. B. G. Northrop intends going to Europe on a tour of educational observation and for much-needed rest.

HILL.—Thomas Hill, ex-President of Harvard College, will spend the summer in California.

ROBERTS.—We are glad to learn that our friend J. B. Roberts, Sup't Schools at Galesburg, has had his salary increased to \$1,800. This is a substantial, though tardy, acknowledgment of sterling merit.

COOK.—Prof. J. W. Cook, of the Normal University, has also been similarly favored, by an increase of his salary to \$2,000. We congratulate both these gentlemen on their good fortune.

DIVOLL.—Since the above was written, we notice an announcement by the press of the death of Mr. Ira Divoll. His health had been feeble for a year or more, and his friends had been fearing the sad event which has just taken place. Mr. Divoll was for several years Superintendent of Schools in St. Louis, to whose school-system he gave shape and much of its present efficiency. He was one of the ablest educators of the country.

EDUCATIONAL NEWS.

ILLINOIS.

AURORA.—Mr. Frank H. Hall, Principal of the West-Division public schools, Aurora, delivered a public lecture in that city on Friday evening, upon electrical phenomena. The lecture was illustrated by numerous experiments, and was not only a financial success, but is spoken of by those who were present as very interesting and instructive. The proceeds are to be expended in making additions to the philosophical apparatus of the school. Mr. Hall, upon the invitation of the Board of Education of Ottawa, repeated his lecture, the following week, in that city.

BLOOMINGTON.—The Bloomington public schools closed for the year on Thursday, June 15th. The High School sends out its first graduating class, consisting of five members. The graduation exercises were held in the Academy of Music, on Friday, and were attended by a large and interested audience. The exercises are spoken of as highly creditable. A class of fifty-one was admitted, upon examination, to full membership of the High School, and a class of over sixty was received into a preparatory department of the school, which has recently been provided for by the Board of Education.

CENTRALIA.—J. N. Holloway has been reelected Superintendent of Schools, at an increase of twenty per cent. in salary. The schools are in need of some good assistant teachers.

CHICAGO.—At the Teachers' Institute held May 6th, Mr. Greenberger, who during the last year has been giving instruction to deaf-mutes in the use of their vocal organs, in a room of the Franklin School, gave an exercise with three of his pupils—two boys, respectively 7 and 9 years old, and a girl of 6 years,—who have been under his charge since last fall and had no previous instruction. They were examined in reading orally from the book (Webb's First Reader), and answered verbal questions, which they understood by distinguishing the words from the motions of the speaker's lips, and wrote correctly on the blackboard. Their voice, as might be expected of completely deaf children, is rather peculiar, but not disagreeable to the ear, and was understood by those present without difficulty. Having been required at the end of the exercise to teach them some new word, Mr. G. wrote the words 'piano' and 'platform' on the blackboard, and pointing at the corresponding objects, which were at hand, he repeated the words, while the pupils were closely watching the movements of his lips and trying to imitate him, in which they succeeded without any remarkable effort. This system of teaching deaf-mutes, the end of which is to enable them to converse with hearing people, not by signs and the manual alphabet, but by the same means by which the latter communicate among themselves, and to give them a common-school education upon the basis of spoken language, has been successfully prevailing in the respective schools of Europe for more than a whole century, and though to the uninitiated the practicability of the same might seem to be beyond the range of possibility, yet upon observing the method of instruction, and after ample reflection about the condition of the pupils whom it is practiced with, it appears to be quite simple and natural; for the vocal organs of a deaf-mute are, in ninety-nine cases out of a hundred, in the same normal condition, and consequently as capable of performing their office, as those of persons endowed with all their senses; but, being deprived of the sense of hearing, sound and speech remain terra incognita to him, and he does not learn the vernacular language of those around him in the common way that hearing children learn it, viz., by imitation, simply for the same reason that American children do not use the Chinese or any other foreign language, that is, because he never hears any thing about it: in other words, he is dumb because he is deaf. But, his vocal machinery being unimpaired, he is able to produce articulate sound, and will use this ability, if he only gets aware of it and acquires an idea of sound and speech. In the method above alluded to, this idea is conveyed to him through his sense of vision and his sense of feeling. Sounding the letter 'P', you feel the puff of air emitting from the mouth on the back of your hand, if you hold it close before that organ,—or, placing your hand under the angle of the jaw and uttering an 'E', the vibration there is most sensibly felt. Thus the mechanical formation of all the sounds of the alphabet is necessarily and indispensably accompanied by more or less forcible emission of breath from the mouth, or a vibration in the throat and chest, caused by the straining of certain muscles located in these parts of the body. This vibration and expulsion of air the pupil can feel by placing his hand on the teacher's chest, throat, or before his mouth, and by imitating the process learn the elementary sounds. As soon as he has succeeded in sounding a

few vowels and consonants, he is taught to join them to syllables and words with easy pronunciation, as 'pie', 'tea', 'mat', 'top', etc., the meaning of which have to be explained to him by showing him either the objects or the pictures of them. After a sufficient number of nouns and adjectives have been taught in this way, then phrases and sentences, as well as exercises involving grammatical points, are introduced, and the pupil is gradually initiated into the study of language. In conclusion, it is necessary to elucidate another not less important fact, through which the deaf-mute can be enabled to understand what is spoken to him by others. A single glance into the looking-glass is sufficient for any body to perceive that the shape which the mouth assumes in enunciating the vowel 'O' is quite different from that which it shows when we pronounce the letters 'B', 'D', etc. Through patient study and constant practice, the deaf-mute acquires the ability of comprehending these different positions—well defined for every sound and identical in all individuals—of the lips, tongue, and other vocal organs, with such precision and correctness that we can speak to him just as to a person endowed with the sense of hearing. It is very gratifying to the parents and friends of the large number of deaf-mutes in this city that the Board of Education has it now under consideration to make this school public and free to all who may wish to avail themselves of its benefits. Free day-schools for the deaf and dumb are not entirely new in this country. At Pittsburgh, Penn., and Boston, Mass., schools of this kind are flourishing under the supervision of the local boards of education. The Pittsburgh school is maintained by appropriations from the city treasury alone, whereas is the case of that at Boston the state appropriates a part of the money requisite to its support. In view of the great importance of the matter, it is to be hoped that the practice of opening the public schools to the unfortunate deaf-mutes will rapidly extend in all large cities of these states. The parents of mutes being obliged to pay school-taxes, as well as other people, it seems to be as much the duty of the community to provide for their instruction as of those possessed of all their faculties.

GALESBURG.—The school year has closed. Of the teachers, Mr. F. S. Hoffman, Misses M. A. Lee and E. Greenwood, and Mrs. H. H. Belleville, resigned their connections. The remainder of the corps of teachers were reappointed, with the understanding that they are subject to assignment of duty as the committee shall direct. A few of their number receive an increase of salary.

ILLINOIS COLLEGE.—Commencement at Illinois College (Jacksonville), June 1st, is regarded as marking a new era in the history of that institution. Pres't Sturtevant still labors there, where he began in 1829, the pioneer of all present teachers in the state, certainly of all who for forty-two years have taught in the same spot. A class of ten graduated. Addresses were delivered in connection with the exercises by Hon. N. Bateman and Rev. Geo. Noyes, and a poem by Rev. W. H. Collins. The alumni are to be admitted to a share in the direction, and have almost completed the endowment of a professorship to which they are to nominate the incumbent. Col. C. G. Hammond, of Chicago, E. P. Kirby, Esq., of Jacksonville, and Lorenzo Bull, Esq., of Quincy, were elected trustees to fill vacancies. Whipple Academy, the preparatory school of the college, is reported prosperous, and as furnishing a large Freshman class for the fall term.

PEORIA.—The Peoria High School sends out a class of five this year. Two of the class intend to apply for admission to Yale College. The graduation exercises were held Thursday, June 29th.... The closing exercises of the County Normal School took place on the 23d ult. There were five graduates. The catalogue of the school shows an aggregate attendance of 89 students during the year.... A County Institute will be held in the city, commencing August 28th and continuing two weeks.

PRINCETON.—The annual catalogue of Princeton High School shows an aggre-

gate attendance of 287 pupils, of whom 74 are from abroad. Six teachers are employed. The school is free to the whole township, and by its large foreign patronage has the character of an academy combined with a graded high school. A class of 13 graduated June 2d. The diplomas were presented by William Cullen Bryant, whose brother, Hon. John H. Bryant, is President of the Board of Education. H. L. Boltwood continues in charge of the school, and Chas. P. Hall, formerly of Granville, is head assistant.

ROCKFORD.—The réunion of the graduates of the West-Rockford High School took place June 29th, with an address and a poem. All old graduates, with their parents, wives, husbands and teachers, were invited. Upon the invitations, the changes—'married', 'born', and 'died'—for the year were announced. There were three marriages, two births, and one death. The idea is an excellent one for keeping alive the interest of the graduates in each other.

SHELBYVILLE.—The schools of this place closed June 9th with a festival, at which \$90 were received toward the purchase of a \$240 organ for the High School.

WOODSTOCK.—Dr. C. C. Miller, well known among the musical profession, has had charge of the public schools at this place for the past few months, and we hear very favorable reports of his work.

COOK COUNTY.—The annual examinations of the Cook County Normal School took place on Tuesday and Wednesday, June 27th and 28th. The exercises of Tuesday were in writing. The examinations of Wednesday were oral, and were conducted by committees appointed for the purpose. On Wednesday and Thursday occurred contests for prizes in Reading, in Oratory and Declamation, and in best elementary lessons in Music. On Friday evening the High School held its exhibition. A preparatory department is to be organized in connection with the school, for the benefit of those who intend to become teachers but are not prepared to enter the Normal School proper. The exercises of the graduating class are appointed for Monday, July 3d, at 10 o'clock A.M.

NOTICES OF BOOKS AND PERIODICALS.

(²²) **PSYCHOLOGY** is a science that should possess a special interest to the teacher, since without some acquaintance with it he can hardly hope to meet with much success in his profession. It unfolds the nature, processes and laws of the mind, thus giving a kind of knowledge that must underlie all true systems of education. Most of the text-books in Psychology, partly from the nature of the subject and partly from the want of care and skill in the authors, are too abstruse and difficult even for the older pupils in our high and normal schools. We welcome any attempt to simplify and popularize this science and to bring it within the comprehension of those who should have some knowledge of it before completing their course of study. This appears to be the design of Dr. Munsell in his work. If he has not fully accomplished his purpose, any want of success may be due quite as much to the inherent difficulties of the subject as to imperfection of treatment. The work opens with a most complete and exhaustive analysis and index to the volume, covering more than thirty pages. The author appears to have a very clear view of his subject, but the arrangement of topics is in some respects peculiar. The Intellect is considered under the three divisions of Perception, Conception, and Belief, besides certain matters introductory and supplementary. Intuition is made a subdivision of Perception.—Memory and Imagination of Conception. He rejects the theory of Sir William Hamilton, who claims that perception gives us an immediate knowledge of the external world, and makes the sensorium the immediate object of perception. He acknowledges, however, his inability to give any

(²³) **PSYCHOLOGY; or, The Science of Mind.** By Rev. Oliver S. Munsell, D.D., Pres. of Illinois Wesleyan University. D. Appleton & Co., New York.

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ONE HUNDRED PER CENT.

At a meeting of the Principals' Association in Chicago, last fall, a member who had been Assistant-Superintendent said, "When a teacher reports over ninety-five or ninety-six per cent. of attendance in his school, I think an apology is necessary." The speaker had been connected with Chicago schools fourteen or fifteen years. In the conversation that ensued, Superintendent Pickard agreed that any percentage above ninety-six must be a matter requiring explanation. Either there must be extraordinary good fortune or a lax application of rules, if one gets a higher rate.

Experience shows that, acting on the Chicago rules or their equivalent, in no public school can one hundred per cent. of attendance be attained: and the attempt to secure it is as unreasonable as searching for a pot of gold at the foot of a rainbow. The rules were not made to fit the actual and necessary facts of humanity, but an imaginary perfect community, in which neither sickness nor accident can ever occur. This does not interfere with their convenience as rules for comparison of school with school or of different periods in the same school: indeed, they are better with their maximum of grade an unattainable point, unless some one is led into the mistake of supposing that his school must be brought up to the hundred per cent. because it is a conceivable case. We measure most conveniently either from an imaginarily perfect attendance, every pupil present all the time; or from an imaginarily perfect non-attendance, every pupil absent all the time: neither extreme will ever be reached.

Not only does experience in school show the impossibility of obtaining one hundred per cent. of attendance, but our knowledge of the ordinary and necessary incidents of human life should lead us to judge

it impossible. The sickness of a pupil is sufficient reason for his absence; and who can hope to have a school of fifty pupils of any age among whom there shall not occur in a month (twenty school days) sufficient sickness to keep some one away? Neither teacher, parent nor pupil may be in fault for this occurrence: and the teacher who is striving to get one hundred per cent. attendance is spending his strength in a contest with nature rather than with a superable obstacle. Is it wise, when we have so many difficulties to meet which we can hope to mitigate or overcome, to waste strength on an impossibility? Not a hundred per cent., but the best attendance to be reasonably secured, should be our aim. And even this may be best reached by doing very little about it, just as one can best see the sun by looking at a point in the heavens sixty degrees from it. When a teacher makes the school attractive, so that pupils prefer to go rather than to be absent, he will have done the best thing for his percentage. It is not so much that the best attendance shows the best school, as that the best school shows the best attendance. A perfect gentleman is neatly dressed: but it is a poor way to make a gentleman to pay a great attention to dress. With a remembrance of the schools of fifty years ago, and gladly recognizing the improvements in text-books and in many other things connected with our schools, I am yet forced to doubt whether the children of to-day have much advantage over those of 1820, when I see how much is made of the mere machinery of school systems, and how much attention is given to percentage, reports, and the formalities. I do not see that I or my fellows in the teachers' desks bring any more tact or zeal or power than I knew in such stations thirty, forty, fifty years ago; and I am sure that we waste time and strength upon things on which they bestowed no great thought. Instruction and not organization is the object of the school, as all are ready to say: yet it is easy to give more attention to organization; and very easy to show off a school by its records and discipline, when it is really deficient in instruction. When I visit a school and the teacher presently shows me his record of attendance, I am reminded of that pretty little manœuvre of the ground-sparrow that flutters before me as if its wings were lame, and so draws my attention to itself and away from its nest: I courteously glance at the record, but look at once away to see what the teaching and the learning are: these are the prime object of the school; and of these, if of any thing, the teacher should be proud: and if any thing in his school should specially attract the visitor's attention, it should be his handling of his classes at the lesson-hour, and the result of it.

In the long run, too, the teacher who lays out his best efforts and fullest strength upon this class-work will secure the best attendance. Duty, emulation, prizes and penalties, are far less effectual in securing good attendance than attractiveness of school. In my own experience I contrast with pleasure two successive years in the same school: in the first I kept record of recitations, calculated percentages, and tried all the popular machinery; but, disgusted with what seemed to me so much waste of time and strength, I threw all these schemes aside, and the next year strove only to teach well; and I knew, the parents knew, and the pupils knew, that this second year was the best in attractiveness, in attendance, and in the main object of the school, instruction.

I purpose at another time to present the parents' view of the matter.

L. D.

NOTES, LEXICOGRAPHIC AND LITERARY.—VII.

BY DR. SAMUEL WILLARD.

THE student of language finds it as necessary to note the rise, currency and decadence of slang words and expressions as to record the more regular coinages of scholars. What is slang in one generation may become a reputable part of the language in another, happening to answer some need or please the popular taste so completely as to gain recognition from the literary class. The words *mob*, *sham*, *plunder*, *humbug*, may serve as examples: once slang, they have obtained an undisputed place in the vocabulary even of purists in speech. But there are many words and phrases that have a transient currency; and, after having filled the air so that one with ordinary human imitableness can hardly keep them off his tongue, much less out of his ears, they fall away and are wondered at by some mousing reader of old papers or dramas. Of this deceased sort is *skedaddle*, which suddenly as a rocket came up in the Secession War, and as suddenly was quenched in forgetfulness. So was the earlier *vamose*, a relic of the Mexican War. A correct phrase may run as slang by a whimsical use of it on all sorts of occasions: thus, fifteen years ago, 'that's so!' became slang, becoming the common substitute for all other affirmatives; one who should happen upon an instance or two of it might not suspect that he had met with a case of real slang: but those who remem-

ber it will easily recognize what I refer to. There was a little extra positiveness and a frequent whimsicality in the use of it. "Is this the road to Boston?" "That 's so!" "You have a fine horse there." "That 's so!"

I purpose to note in this paper a few instances of recent slang, all of American origin, some of which are quite expressive; but I do not think more than two of them destined to permanence.

48. To DRY UP.—To cease. Evidently from the drying-up of a brook, river, or pond. I suspect that this originated between the Mississippi and the Sierra Nevada: it is certainly western. It is most commonly used imperatively and contemptuously to one who is talking too much: he is told, "Now you just dry up!" The story is told that at the beginning of a prayer-meeting a brother was praying prosily while the sexton was still ringing the bell. One of the deacons, desiring to end the noise, sent a boy with the word, "Tell that fellow to stop." The boy, either by waggishness or mistake, did not refer the order to the bell-ringer, but discomposed the brother with the words, "Deacon Brown says now you just dry up on that!"

49. To GET, meaning [to get away] to escape, flee, move off rapidly. Here is simply an omission of the word *away*. I heard a man tell his dog, emphasizing the sentence by picking up the poker, "Now jest git!" Again, in *Old and New*, II, 673: "Having knocked him down, the Heeler seized him by the collar and pulled him up. 'Now,' said the Heeler conclusively, 'get!'" Again, same magazine, III, 324: "'Make 'em stand round!' 'Or git!' said Sarah, sententiously." Here it is in the Hans Breitman dialect of the American language:

Der noble Ritter Hugo Von Schwillensauferstein
 Rode out mit spleer and helmet,
 Und he coom'd to de panks of der Rhine;
 Unt he tho't apout all tese paddles
 A fightin' in Strasspurg und Metz;
 Und he says "If I meet Naboling,
 You bet he gets oop and gets!"

I think I did not hear this use of get until about 1860.

50. To GET, meaning to get the advantage of; to beat, overcome, outdo, etc. Also, derivatively, to embarrass, nonplus, puzzle. The word in the first sense I remember for twenty-five or thirty years; but I have not noted any example of it in print, though it is not out of use. In the other sense it is used in this extract from the *Chicago Tribune* of Feb. 24, 1871, p. 3, 2d col. "Now I have always prided myself

that my knowledge of fashions was as good as any body's; but I confess this '3 ems' business 'gets' me."

51. TO GO FOR, meaning to attack: from a dog's going for his game. Very common slang for about two years past. "And he went for that heathen Chineese," says Bret Harte, in *Overland Monthly*, 1870. "Sergeant Storrs goes for the plaintiff," says *Chicago Republican*, Dec. 17, 1870, meaning that the lawyer attacked the character of the plaintiff. "The chinch-bug is going for the wheat in Appanoose county."—*Chic. Times*, Feb. 11, '71. But I was surprised to find this in an editorial critical notice in *The Eclectic Magazine*, May, 1871: "In her second book, 'Hedged In', she went for the social evil."

52. TO GO THROUGH, meaning to plunder, rob, destroy, ruin. Of quite recent origin: probably derived from army pillage, described euphemistically as going through a place. I first heard it thus: John M. having fleeced James S. while the two were partners, a friend told me of it, saying, "John M. went through Jim S. about \$60,000." *The Nation*, XI, 199, b, said, "The boys [*i.e.*, the rowdies and roughs] went through restaurants and liquor-saloons." Newspapers last winter said that "A thief 'went through' the house of the Governor of Louisiana, and among other things stole the manuscript of a message to the Legislature." I read lately of a burglar who entered a sleeping-room and *went through* a gentleman's pantaloons.

53. YOU BET.—A slang asseveration, often used as a substitute for *yes*. An example of other use is in the segment of Breitmanism given above. This is particularly disgusting, as it is gambler's slang and therefore worse than common.

54. RIFFLE.—*To make the riffle* or *ripple*, I heard frequently about 1862, meaning to succeed in an undertaking. Probably a boatman's term.

55. MATTER.—"That 's what 's the matter." Perhaps some body can see the wit or humor of this popular phrase, which began its currency about 1869.

56. ROUSTABOUT.—"Only seven out of nineteen roustabouts are accounted for." (Telegraphic account of steamboat disaster near Memphis, July 30, 1870.) The word here means 'the deck-hands,' the lowest laborers on the boat, who are *roused* up and ordered *about* by the mate or supercargo. I have heard it used for other low laborers, especially the semi-vagrant class. I never saw it in print before 1870, and think it a quite recent word. "Evidently, when he left the steam-

boat business, he spoiled a good roustabout to make a poor journalist." —*Chicago Republican*, quoted in *The Nation*, XII, 257. Probably a permanent word.

57. **PASTERS.**—Little slips bearing the name of a candidate for office, prepared to be pasted over the name of an opposing candidate on the ballots of the opposite party. This change may be made honestly, to save writing a name, or dishonestly, to deceive an unwary voter. I first noticed it in this example, from a secret political circular copied into the *N. Y. Semi-Weekly Tribune*, Oct. 26, 1860: "Can you give me the name of some active man in your district who will take charge of Mr. Kelly's pasters at the polls?" The following advertisement was in the *Chicago Evening Post*, Nov. 6, 1870: "Paster Printing. **OPEN ALL NIGHT.** *Rand, McNally & Co.*, No. 51 Clark St., will keep their presses running **ALL NIGHT!** for the purpose of supplying tickets, pasters, etc. **PASTERS**, ready gummed, printed on short notice, any time during the night." Such are the exigencies of the politicians. This is probably a permanent word.

MONTHLY EXAMINATIONS—DO THEY HAVE THEIR PERFECT WORK?

BY GRACE C. BIBB.

A SYSTEM, no more than an individual, can become great without arousing enmity. Envy is always the penalty of success. Our public schools are too powerful to have escaped calumny, even were the elements of our civilization less reactionary. But when that which rides at ease to-day on the topmost wave of success is to-morrow certain to be left stranded and desolate, it can not be a wise policy which would commit the vital interests of education to the uncertainty of popular favor while, either in methods or results, any thing is open to justly severe criticism.

A large and increasing class in this country either openly or secretly oppose our schools. Every error of ours, every partial failure of our system, is instantly turned into a weapon aimed at our life. No allowance is made for inevitable friction, nor is it even admitted that there may be much good in that for which no one claims perfection. It is not fair criticism, it is persecution, rather, with which we are pursued. The elements going to form the class opposing popular education are vari-

ous—large tax-payers of little public spirit, short-sighted politicians, advocates of private or denominational schools, and that portion of our 'American Aristocracy' who fear lest scholastic equality may level social barriers. Of course, the class, wealthy and influential, makes its voice heard in society and sends forth its manifestoes through the press.

It is well for us, so far as we can, to meet our opponents on their own ground and with their own weapons; but it is of much greater importance that we ourselves discover faults in our teaching, and that we ourselves apply remedies. The aim of our schools is thoroughness; yet it is an open question whether thoroughness be always the result of our methods.

Of late years our instruction has had no more powerful auxiliary than the monthly examination. All written work is preferable to oral in this, that the most timid is on an exact level with the most audacious, and that no one except the culpably slow of hand or thought is taken at a disadvantage. By no other means, in fact, can a pupil or his parents be so surely convinced of the boy's real standing, nor perhaps in any other way can facility of expression be more readily acquired. All that any one can say in favor of written examinations I most heartily indorse: at the same time, it seems to me that there is a failure in results not necessarily resultant from the conditions.

Let me illustrate. In a certain city there are various grammar schools sending pupils to one high school. Of course, in all these schools the monthly examinations are not so much tests of the pupils' available knowledge as they are skillful leadings-up to their final examination. A teacher of any experience is morally certain that certain questions will be asked. There are few classes in history that will be presented without especial thoroughness of preparation on the Revolutionary War; nor will it at all surprise examiners to find, upon perusal of the papers, each school replying in a certain stereotyped form to certain more than stereotyped questions. It is to be hoped, truly, that these cut-and-dried answers are the accretion of many wholesome and pleasant class-talks, but it is likewise to be feared that they are too often the result of a few not particularly valuable suggestions.

Here, then, is a difficulty. There is so much to be done in so little time that all progress must needs be in a straight line. Of course, if, with a view to that final examination, you zig-zag here for an illustration and there for a fact not contained in your text-book, you but waste your time. Few boards will be severe in judgment toward one who knows word for word what his book contains; and this, by some subtle

intelligence, the heritage of generations, our scholars know. So, as a drowning man to a spar, they cling to the compendium of history, and away on the ocean of oblivion float all the treasures culled through forty laborious weeks from classical dictionary and encyclopædia, from Plutarch and Herodotus, from Macaulay, and Froude, and Bancroft. Therefore it is hard for us to say "this child needs more geography and less history, more arithmetic and not so much grammar." All unconsciously to ourselves, we're thinking "He will surely fail on his examination"; and, unless we are more than human, we will on rare occasions say—not "Charley, my dear boy, don't you see how necessary it is that your mind should be strengthened by study and reflection? Don't you see how important it is that you should learn something of the great men and the little ones, as well who have moulded or been moulded by the past? Don't you see that you must learn geography in order that you may know where those men lived and where the men of to-day live? Don't you want to know whether we get our tea from Alaska or from the South Seas? Don't you want to know whether sugar is found pure or in combination? In short, don't you see that you should know all that any one knows about any thing, and that you should be able to accomplish every thing that any body has done?" In stead of this, we sadly say, "Charley, my dear, if you go on in this way there'll be no possibility of your passing your examination. You'll be obliged to study geometry another year. Reflect! Reform!"

"The fault, dear Brutus, is not in our stars," yet the fact remains, "We are underlings." For when Charley is before us in recitation, even then, there is, as it were, an influence descending upon us like the dews on Hermon, from that distant path of tears. We do not so much teach as we prepare: it is not that our pupils are well educated, but rather that they have a 'good fit'.

ON MATHEMATICAL TEACHING IN OUR SCHOOLS.

BY TRUMAN HENRY SAFFORD,
Director of the Dearborn Observatory, Chicago.

II.

IN a previous article I have discussed the importance of the study of geometry in our grammar schools, and have suggested that about one-half the matter of the ordinary plane geometry should be mastered

before the pupil enters the high school, and before he takes up algebra. I have also proposed to gain the time for this study by deferring, where necessary, the more difficult and less practical parts of arithmetic. In the present paper I propose to arrange a high-school course of three years. Here is the scheme I propose; during every year arithmetic and algebra form one subject, geometry and collateral branches another.

YEAR.	ARITHMETIC AND ALGEBRA.	GEOMETRY AND TRIGONOMETRY.
I.	<ul style="list-style-type: none"> { The four ground rules. { Easy equations of the first degree. { Fractions. 	<ul style="list-style-type: none"> { Review of Grammar-School Course. { Geometry continued to Regular Polygons. Mensuration.
II.	<ul style="list-style-type: none"> { Review of previous work. { Equations of the first degree. { Ratio and Proportion. { Powers and Roots. Logarithms. 	<ul style="list-style-type: none"> { Regular Polygons. { Measurement of the Circle. { Elementary Plane Trigonometry <i>without</i> logarithms.
III.	<ul style="list-style-type: none"> { Review of previous work. { Quadratics. Progressions. { Compound interest. Annuities. { Combinations. Binomial Theorem. 	<ul style="list-style-type: none"> { Analytical Trigonometry. { Plane Trigonometry <i>with</i> logarithms. { Solid Geometry.

Practical subjects of commercial arithmetic to be taught from time to time through the three years, in connection with the algebra and geometry which form their scientific theory. Geometrical drawing is also to be practiced continually in connection with the geometry and trigonometry; almost nothing will be found of greater disciplinary and practical importance to the mathematical course. In geometry the pupil constructs his figures with care and accuracy on a large scale; in mensuration he actually measures and plots some rooms, some fields or pieces of ground, and converts his figures into squares of equal area; he inscribes regular polygons of five, six, eight and ten sides in a circle of at least three or four inches in radius; he applies his trigonometry in the second year to surveying, and in solid geometry draws his figures with care. In general, he learns to practically apply every thing in the course, to help fix it in his memory. What he uses he remembers.

In case the matter laid down is too extensive to be taught with sufficient thoroughness in the time allowed, the extent of ground gone over must be diminished, rather than let the work be slighted either in the elementary portions or the practical applications.

Some explanation of the order of subjects is perhaps necessary. Algebraic fractions come better after easy equations of the first degree—on the principle that whatever is difficult should follow easier subjects rather than precede them. Logarithms, for a similar reason, precede quadratics, and can often be used in their solution. They should

also precede compound interest. The binomial theorem should be taught in the present course only for whole positive exponents; if it be not taught thus, it will not be intelligible.

On the geometrical side, analytical trigonometry may possibly be dispensed with, at least beyond the rudiments. Solid geometry is placed last, as the most difficult subject; there might be room, and possibly with advantage, for its rudiments with practical applications at the end of the second year. The ordinary geometries give too much for a rudimentary course, and too little for a complete course, in this most interesting subject.

In some large cities a high-school course of five years is possible. If so, mathematics should never be dropped the last year; the work laid out for a three years' course can be expanded to occupy four years, and the fifth year be occupied with higher algebra, conic sections, and the elements of analytical geometry and descriptive geometry.

Schools which prepare for polytechnic schools or industrial universities should be able to do as much as this; those, on the other hand, which prepare for college must adapt themselves to the college requirements. These I will discuss in a future article.

T H E P R A C T I C A L .

BY J. A. SEWALL.

I READ in the Teacher of last month an article on *Something Practical*. I thought the ideas presented were sound, and was pleased with the editorial comments thereon. And now I have a few thoughts to present on the same subject.

If I understand those who are constantly crying out for something practical, they mean something that will hit some particular case, something that will apply to and exactly fit some case of discipline or some particular lesson. Talk to them about the principles of school government, lecture to them on the theory and art of teaching, give them the most philosophic methods, and they will cry out "That is all pretty talk. I want something practical."

"Here is a case. Last week, John Jones and Lucy Smith were playing 'thumbs up' in school. Now what can I do to prevent these pupils from engaging in such unruly conduct. Give me something for

that. How can I break Tom Smith from laughing when he is reciting his geography lesson? In short, tell me how I can manage each particular case—*something practical!*”

My dear benighted pedagogue, do you want to be a machine, a sort of combination of cog-wheels, so arranged that there shall be a cog to hit some other particular cog, and thus keep the machine running?

Suppose the law-student or practitioner should say, I care nothing for the principles of law: I will not waste my time reading Blackstone or Greenleaf, they are too theoretical; I want something practical. Imagine such a lawyer in practice. Here comes in a case where a man is charged with stealing a wash-boiler from a negro woman. Our practical lawyer searches in vain for a law touching such a case, and makes the plea that he finds no law against stealing wash-boilers from negro women.

What if the medical student should say I will not spend any time in learning the principles of physiology, or chemistry, or therapeutics: I want *something practical*. He finds his patient suffering pain in the lower part of the stomach. Now as to the cause of the trouble he knows nothing—cares nothing. He wants to know something practical for that particular case.

True, the lawyer needs to know how to manage the wash-kettle case, and the doctor to relieve the stomach-ache, and the teacher to know how to stop the ‘thumbs-up’ game. And there is an appointed way to accomplish these things. There are general principles to be mastered. A good lawyer is well read in the principles of law; a good physician has learned much of physiology, chemistry, materia medica; a good teacher has treated himself to a knowledge of the principles of school management—of the *theory* of teaching. He has accumulated many facts, much knowledge, and on these he draws for means to accomplish his work. He has no certain panacea for each particular ill, but a host of remedial agents, which he can use, or combine and use, to fit the case that may arise. Such a teacher is an engine that *generates* and uses force. Your clamorer for something practical is a machine *through* which force may manifest itself alone.

Theory must come first; the practical is only manifestations of the theoretic. Theory is the sun itself; the practical is but the light and heat of it. Theory begets the practical. The latter is born of the former. Theory is the moving power; the practical is but the *exhibition* of *power*. The former is static; the latter, dynamic. Theory is potential, though the practical is actual. Theory is faith; the practical is works.

What is the *true theory*? This is the question. Answer this correctly, and you will never need again ask for something practical.

THE SUGGESTIVE METHOD.*

BY REV. H. M. GOODWIN.

THE great practical question which underlies the whole science of teaching, as it does all other sciences, is, *What is its true method?* And by this I mean, not what is found on experiment to be the best or most useful mode,—though this is included,—but what is the only *legitimate* mode of imparting knowledge or instruction? The remarks I shall offer this evening will be an endeavor to answer this question; though I am but too conscious of the inequality between the greatness of the subject and the limitations of the speaker.

Perhaps I may best lead you into a conception of my subject by an illustration drawn from real life. The scene shall be a school-room, and the subject one with which some of you are familiar—a dull scholar: one bright enough, perhaps, in the play-ground or at home, but in school the impersonation of dullness and intractability; whose mind seems impervious to knowledge and incapable of study; to whom books are a drug, which he pores over with dull eye and wandering brain, or, more frequently, uses as a screen for his under-play of pins or top; while all the correcting, the tutoring and drilling which his teacher employs, seems only to harden his mind more completely against learning, and to make him still more a dunce. At last, when the impatience of the teacher is wearied into an acquiescent toleration of his idleness, some wisely-put *question* about the construction of the toy he is playing with, or the properties of the figure he is drawing on his slate, or some thoughtful *suggestion* concerning something else with which his mind is occupied, arrests his attention, and sets him for the first time a-thinking. His mind seems all at once to have awoken; its current is turned wholly about from the passive attitude of a dull and listless *reception* of knowledge which he knows and cares nothing about, to a lively *action*, or spontaneous seizure of knowledge. The result of this awakening and mental conversion is that the dull scholar becomes the brightest of his class, and turns out in the end a master of science, a poet, or a philosopher.

From this illustrative case, which some will bear me witness is neither an unreal nor an unfrequent one, you will get the idea which I wish to unfold, if I am able. You will see that some times the knowledge which can not be imparted can be *suggested*, or the mind put upon *learning for itself* what can not be taught directly or categorically. And the principle, as seen to be true in this particular and extreme case, I shall endeavor to show is a universal principle or truth. The method here indicated may be properly called THE SUGGESTIVE METHOD; and my position is that this is the true and legitimate method of instruction, or rather of

*An address delivered at the meeting of the Illinois State Teachers' Association at Decatur, December, 1870.

education, just as the Inductive Method is the only true method of scientific inquiry.

I need not say that there is a wide difference between *instruction* and *education*: as the words themselves denote. The one has to do with the tools and instruments of knowledge, and simply *prepares* or furnishes the mind (*instruo*) for its work: the other *draws out* or develops what is in it. We *instruct* a child how to read and spell, and how to hold a pen: we *educate* him to be a man, and to think and act for himself. But this distinction will appear more clearly as we proceed. I am well aware that this is a progressive age, whose eye is before and not behind, and that in this day of modern improvements little regard is had to the wisdom of the ancients. Nevertheless, I shall venture, in vindicating and illustrating my theme, to draw somewhat largely upon ancient precedents; ancient at least as Athens,—ancient as Nature. If in the drift of my remarks and allusions I shall seem to be carrying you back into the past, it is only to gather up some of the plenary wisdom which there lies, and which is *not* all exhausted, in order to guide the more steadily your advance into the future.

I begin, then, by adducing the *Socratic* method, as an actual and admirable application of the principle I am aiming to set before you. Socrates, it is worthy of all notice, as lying at the foundation of his whole philosophy, utterly disclaimed the idea of *teaching* any thing, in the sense of imparting knowledge, but pretended only to follow the profession of his mother, who was a midwife, that is in helping the minds of his pupils to deliver themselves of their own knowledge. You are also familiar with his famous and oft-repeated declaration, 'that he knew only this, that he knew nothing'. Some may attribute this saying to extreme modesty—a modesty which some of our wiseacres would do well to follow; but it had a deeper spring, and was most intimately connected with the claim or disclaimer already mentioned, and with another characteristic presently to be considered—his theory of knowledge.

The method which Socrates employed with his pupils, and which has gained the name of the Socratic method, was, by a series of simple but far-seeing and closely-linked *questions*, to lead them on from one assent or conclusion to another, until the truth to which he wished to conduct them burst upon them as an original discovery. Plato, in the true spirit of his master, afterward carried out and applied this method to the subtlest disquisitions of which the human mind is capable, in his inimitable Dialogues—the most finished and wonderful productions to be found in literature. In these labyrinthine questions and answers no particular result or end seems to be reached; and hence they are called useless by the moderns. But if we regard not the end without, but the end *within*, they are not useless; for they are properly dialectic studies, or exercises for the reason, and serve as a sort of intellectual gymnastics. They, moreover, unveil to the thoughtful student depths within the soul, and in the universe of Truth, which no one can contemplate without being mentally and morally enlarged. Fundamental to this Socratic method of instruction, and inseparable from it, was the *Socratic theory of knowledge*. According to this philosopher, all knowledge is only *reminiscence*; the soul remembering or awaking to the knowledge of what it already knows, having learned it in a preëxistent state; where, under the guise of a somewhat extravagant fable, a great truth lies veiled. And here I may remark that it was the custom of this great teacher—like one greater—to veil the profoundest truths under a fabulous

or parabolic form; that those minds which were not prepared or initiated might 'see and not perceive'. The form or fable, therefore, we may reject, but the interior substance or principle of the doctrine is unquestionably true; and it is one of the grandest and deepest truths ever enunciated. It is this: That all knowledge or truth *belongs* to the mind, is *native* to it in some sense; and that it is not acquired from without, but awakened or elicited from within. This, I say, is one of the most important and fundamental truths you can consider; for upon it or around it all the systems of philosophy and mental science stand. You will therefore permit me to dwell upon it for a little.

If the human mind were simply a passive receptacle, into which things or the knowledge of things could be poured; or if it were a *camera obscura*, in which objects without are passively and idly painted,—as some philosophers seem to have imagined,—then there would be no difficulty in imparting knowledge out of one mind into another; for it would lie in all minds alike, and in the same way as things lie in the external world. But inasmuch as the mind is a world distinct by itself, to which space has no more relation than it has to the idea of right; inasmuch as the mind is a *living nature*, whose life and laws of activity are in itself, nothing can pass into it, or be in it, but what is *of* it, made part of its own living substance. Hence, things in space are held in the mind not as things, but as *thoughts*; and the names given to objects are properly names not of the things themselves, but of the *idea* or conception we form of them. The mind has no passive mood, it is wholly active. Like the plant, it receives—that is, takes up—elements from the natural world around it, but only to assimilate them to its own nature and reproduce them from its own life. Hence, the living flower glancing in the sunlight, and growing out of the soil from whose elements it is fed, is a truer symbol of the mind's knowledge than the reflection of the sun and bank in the passive and sleeping lake below. It needs to be constantly considered that knowledge, in any true sense of the term, is not a dead pile of things known or remembered, or a mechanical structure or combination of passive materials, but a *vital growth*. *To know* is an active verb as truly as *to see*; and as a thing can not be seen by being thrust into the eye, but placed before it for the seeing power to go forth and grasp it, so knowledge can not be conveyed into the mind from without, but only elicited or drawn forth from within by the proper objects of knowledge.

Again, the mind is not only a world in itself; it is not only a living organic nature or kingdom, excluding all but its own native or naturalized subjects; it is also a *spiritual*, and hence a *free* power or agent. Nay, it is a power whose very life and nature is freedom; and in this respect it stands at an infinite remove from all other living or existing things.

Would that I could declare the full import of this word *freedom*, and what is involved in this fact that the mind is, and by its nature must be, *free*. This simple fact held in its true significance would throw light upon many dark questions, and be a guide in the mental and moral training of the race of unspeakable value. This idea clearly and rightly apprehended—apprehended in its simplicity—would have saved the world from many a profoundly useless metaphysical treatise; and, what is more, saved many a mind from plunging into the dark abyss of materialism and fatalism. But I speak of this chiefly for the importance of its bearing on education and mental training; and here its bearing is direct and incalculable. For if the mind be really free, in the true sense of the word, it is evident that the dis-

cipline and instruction of it should be wholly different from that demanded if it were not free,—if it were a mere mechanism.

I can not pursue this topic in all in its grand and far-reaching connections. I will simply suggest in a single inquiry the germ or seed-thought of the whole subject, and leave it to the culture of your own reflection.

May I venture to ask whether an idea or thought can be *imparted* any more than a volition? We can offer *suggestives* to the mind,—and such are all words,—as we offer motives to the will; but words, or the symbols of language, do not *convey* thought, in the strict and literal sense, any more than motives convey volition: for the mind, whether thinking or willing, is *free*. I do not say that the mind's action is the same in both cases,—for a thought is not a volition; but the action in both cases is and must be free, or *self-produced*.

But, not to dwell longer on the philosophy of the subject, let me both relieve your minds and illustrate my theme still further by referring you to another ancient precedent, viz.,

The Method of Nature. Observe the manner employed by this oldest and greatest of teachers in instructing her human children. How careful is she not to encroach upon the freedom or overstep the natural advances of the human mind, however slow. All her laws and central forces, all the infinite meaning, the wonderful *arcana* of her outspoken volume, are hidden beneath the veil of symbols. Not a thought is ever given forth, but only certain unexplained signs or characters, whose significance we are left to learn for ourselves. All we get from her is suggestions, mute hints, glances, motions, tempting us ever *inward*; and whosoever would be her pupil must himself interpret these symbols, and accept and follow these suggestions. For ages the heavens had spread out nightly their silent and shining scroll, and looked down upon man with their million twinkling eyes, alluring, beckoning, almost imploring him to read these letters of light and interpret their mysteries, and often arresting his ignorant gaze by their periodic changes and their wonderful and stately motions. Night unto night, during the long centuries of the world's infancy, discoursed wisdom overhead, but not a syllable fell upon the idle ear of man. There was no speech nor language for him: their voice was not heard. Till at length the spell was broken: the mind of man was persuaded to learn for itself, and find out what these things meant. Copernicus, Kepler and Galileo accepted the mute hints of Nature, and ascended into her lofty and secret chambers. Hear the exulting words of Kepler on publishing his discoveries, who seems to have caught, in the intimacy of his converse with Nature, something of the spirit of his great teacher: "I care not whether my book be read now, or a hundred years hence. I may well wait a century for a reader, since God has waited six thousand years for an observer!"

The light had for ages streamed through the gorgeous curtains of the morning and the evening, and rested all day upon the bright enameled flower, and never once whispered the secret that the revealer was the painter, till Newton ventured to ask the question, and discovered for answer a rainbow lurking in every sunbeam, and that every pencil of rays was loaded with all the colors of the universe. So, also, with the discovery of the laws of gravitation, steam, electricity, and all the inner truths and mysteries of the universe which are constantly unfolding around us. Not one of these was obtruded or inculcated upon the mind of man, but the great teacher waited patiently for a learner quick and docile enough to

seek and receive; to take the hint or clue that Nature offered, and follow it out whither and as fast as she would lead. The veil was withdrawn, step by step, as the pupil advanced and lifted, or sought to lift it. The truth discovered was in every instance *in embryo in the mind* of the questioner, being virtually contained in the question, before it was demonstrated in the answer of Nature. Thus it is no less true in natural than in divine things that "Every one that *asketh* receiveth, and he that seeketh findeth, and to him that knocketh it shall be opened."

If it be said that these were *discoverers* rather than learners,—as if discovery were wholly an isolated and accidental finding, and did not imply seeking or pupilage,—yet they were as truly pupils in the school of Nature as any graduates of a human university. And they were the more truly and thoroughly taught because they were so *free* in their learning,—taught after the divine method of Nature. How is it with the child under the same tuition in learning to talk? It is not by language being forced upon it, or even taught in the common and categorical sense; but the rational impulse within forces out an utterance for its teeming thoughts, as the teeming life of the plant forces out the shooting twigs and the bursting buds. The young mind has thoughts and must utter them, and therefore it finds words; and if it did not find it would create them. It catches up spontaneously the words of the parent or nurse, without waiting to be taught, because it wants them as instruments of its reason, as the vegetable takes up the materials around it as the instruments of its growth. It is not till after-years, when words apart from thoughts, and not sought or used by the reason, are forced upon it, that the learning of language becomes a task—often a dry and unprofitable task.

Now it is this free and spontaneous habit of mind, with which childhood learns and practices its first lessons with Nature, that should be carried into every age and stage of learning, and which a great poet and philosopher has defined to be the essential of genius.

It is some times made a question why there was apparently so much more of what we term *genius* among the ancients than the moderns; why the scholars and poets of antiquity, Homer, Euclid, Plato, and their great compeers, strode so far before the educated inheritors of their wisdom, both in the amount of truth they discovered and in the force and quantity of their individual genius. One reason, doubtless, is that in that unschooled age of the world the mind was more free from artificial rules and systems of thinking, and was left to act more spontaneously, and according to its own individual laws; as in primeval forests trees grow to a greater size and stature than in streets and gardens. And the same reason may, perhaps, account for the fact that so great a proportion of the geniuses and original discoverers of modern times have been from among the uneducated or self-educated classes. Let not this be understood as bearing aught against the utility of education, still less as introduced for this purpose. It bears, as you will see, not against a right or true mental culture, but only against a wrong or perverted *method of education*.

Moreover, if we study the history of the great discoveries of our time, or of the modern master-pieces of invention and art, we shall find that the grand *idea* out of which they grew dawned upon the mind always spontaneously and in freedom. It came as a silent and secret *suggestion* or inspiration, never as a dictation. Some poor and unknown child of genius, as a Fulton, is musing alone, or in company

only with his own teeming and busy thoughts, when the conception of a *steamboat*, the creation of his own constructive fancy, rises before him, and allures by a magic seduction, which only genius owns, to follow after the luminous thought and attempt to make the vision a reality. No obstacle of penury or opposition or ridicule can divert him from his object; no delay of years can dim the brightness of the vision or stifle the secret and stirring voice with which Nature draws him on, till the self-embodied thought moves before the world 'like a thing of life', a monument of acknowledged and persevering genius.

Some obscure monk is at his devotions in his mean and dirty cell, when the vision of the Savior on the cross appears before his pious imagination. So distinct and vivid is every line and feature of that suffering form; so peculiar and super-human is the expression of that divine countenance, where intense and quivering anguish, overcome by love, seems subsiding into a celestial satisfaction; where majestic sorrow and sweet submission and immortal triumph are blended in strange harmony,—that the sight once seen is engraven on his mind for ever. He seems to hear the blessed Virgin calling on him to execute that vision, and he must obey. He is no artist, has never yet moulded a form or touched a chisel; but the inspirer of the vision will inspire him with the necessary art. For weeks and months he is locked within his dingy cell at work over a block of ivory, which, accidentally found, from its unusual size and purity, seems to have been specially preserved for him. He devotes one long vigil to his pious labor till it is completed; and, when completed, it is found to be the most perfect work of art in existence, rivaling even the master-pieces of Phidias, as it surpasses them in the sacredness and sublimity of its impression.

If it be asked what is the explanation, and wherein lies the significance of this wonderful fact? I answer, in this—that it shows the supereminent and almost miraculous power and capacity of an *inward mental impulse*. With this fully awakened, outward helps and teachings are almost superfluous; without this, they are well-nigh useless.

The human mind, my friends, is a *world in itself*; and of itself, I had almost said, can *create* a world, if only its inherent power be once fully brought out or developed.

I will allude to but one more example of the teaching of Nature as inspiring or conspiring with the genius of the human mind, which may illustrate still further the true method of instruction.

The discovery of America by Columbus is generally allowed to be an instance of the power of genius; but it is not always considered aright wherein the supremacy of his genius lies. It was not in the simple fact that he discovered a new world, since other navigators have made discoveries of new lands with much less celat. May I not say that his genius, his true greatness, lies in his overcoming *faith*; in believing the suggestions of Nature and the convictions of his own mind, that there *was* a world beyond the seas; which faith no power on earth could shake; and which inspired him to *go on* until he found it? In the stillness of his own meditative mind, 'as thoughts from the visions of the night', it was secretly whispered to him that a *world* lay beyond the wide Atlantic, and that *he* was to find it. And he believed the intimation; and no incredulity or opposition from others could shake the stability of this belief. It was faith; for he had not seen the new world, and

did not absolutely know that it existed. Had he been informed of it, or learned from another's knowledge that the whisper of his dream, the fond and cherished idea of his life, was true, he would have been less great. Had Nature, in stead of suggesting, demonstrated this truth to him, and made it an absolute certainty, he would not have thanked her, for his genius would then have been forestalled. But she was too wise a teacher for this, and therefore left him to prove what she had only suggested. He *believed*, and therefore he sailed; and every billow that rose between his bark and that unknown shore, every night that shut down upon that watery horizon, every murmur of discontent without, and every conflict of hope and fear within, was a trial and test both of the reality of his faith and the greatness of his genius.

But it is time to draw my subject to its practical issue, and point out some of its applications to the practical business of instruction; for this end I have endeavored to keep constantly in view. And here method, in the few suggestions I may offer, must give place to time.

You will gather, as a first truth, from the principle I have endeavored to illustrate, that the true method of teaching is *not* to overteach, or to impart all the knowledge and instruction possible. If knowledge is a growth, if the mind is in its nature and workings free, then the laws of growth and the conditions of freedom can not be too carefully observed. Much of the so-called teaching and learning in schools and colleges is neither rightly taught nor truly learned, because the nature and freedom of the mind are not duly regarded. Knowledge is attempted to be forced into the mind, whereas it can not be forced, but must be freely and spontaneously *apprehended*, if received at all. As a general rule, it may perhaps be true to say that teaching and learning will be in inverse proportion to each other: the more strenuous and precise the teaching, the less will be the learning. And by learning I mean, not the conning and repeating of words, or even the holding of ideas in the mind, but the vital assimilation and incorporation of truth in its elements and principles—not its propositions—into the substance and life of the mind.

From the amount of teaching frequently inflicted in school by the accumulation of studies, text-books and teachers, and by dint of incessant tutoring and drilling, with no time for the mind to digest by reflection, or scarcely to take breath, it is almost strange that the poor afflicted youth know any thing. It is not strange that, with all their *learning*, they are so little wise. It is as if a tender plant should be surrounded with lenses and heated stoves, or drenched perpetually with pails of water, under whose oppressiveness it either shoots up into a sickly and spindling growth, or is soon parched and withered. Often a good and healthy mind, by this forcing process, is taught into dullness or imbecility, when all it wanted was a little natural air and sunshine.

It can not be too earnestly considered that the use of schools and teachers is not to supply the pupil with knowledge, but only with the *conditions* of knowledge. It should be a more practically-realized truth that the pupil must *learn for himself* whatever he learns, and the motive and impulse of learning should be within and not without. As the only true virtue is that whose motive-power is not the restraint of law, but the inspiration of love, so the only true learning is that whose spring and impulse is the mind's own love of knowledge for its own sake. To awaken and feed and direct this love should be the first endeavor of every teacher.

A free and wise scope should be given to the instructive tendencies and appetences of the mind, which generally knows its own real wants better than any other mind can. The want or desire should ever precede and go out after the supply; never should knowledge be forced in to create a supply where there is no want. I do not say, however, that the want may not be awakened and stimulated by the presentation of knowledge or truth to the mind before it asks for it; still less that a pupil should have the liberty to study what he likes; since the likes and dislikes of an immature mind are no just measure of its wants. This is, indeed, the method of Nature, to provoke a desire or taste by anticipating it. But here it serves as an outward suggestion or temptation, rather than an inward possession. The pupil must see that the tree of knowledge 'is good for food and pleasant to the eyes, and a tree to be *desired* to make one wise', before he will take and eat of the fruit thereof.

Perhaps I may best indicate the true method of learning, and by inference that of teaching, if I say that all learning should be by the answering of some question, whether it come from the teacher, or, what is better, from the mind of the pupil himself; for an inquiring mind is the only really learning mind. "A faculty of wise interrogating," says Lord Bacon, "is half a knowledge. For as Plato saith, whosoever seeketh knoweth that for which he seeketh in a general notion; else how shall he know it when he hath found it?"

The difference between this kind of learning, where anticipation and a stimulated curiosity lead the way, and that forced task-work which too often passes under the name, may be illustrated by the difference between the traveling of a scholar over the classic shores of Greece or Italy, where every step realizes an idea or fulfills a dream, and the blind plodding of a horse in the dull round of a tread-mill.

To the mind that should 'look before and after' in its learning, review or reminiscence is quite as important as interrogation. Full scope should be allowed for the mind to digest and assimilate what it has learned. And here, I need not say, is often a lamentable want of the wisdom of Nature, and an observance of her first and most obvious laws. An hour of calm reflection, or of thorough review and examination with the teacher on the lesson of the day, is worth more to the pupil than a whole month's unintermitted and onward study.

Since freedom is the first condition to be observed in education, one great part of the teacher's work is of a *negative* character; in not doing or teaching what he might, so as not to forestall the scholar's own efforts. A wise teacher will show his wisdom as much in withholding as in imparting, in leaving the mind, that is proceeding in the right direction, to find out for itself and in its own way the desired knowledge, that thus it may be truly its own.*

Much of the excessive explanation and simplification in modern books and systems of instruction, under the name of 'knowledge made easy', might as well be termed knowledge made *void*. There are now-a-days, it is much to be regretted, no gulfs to leap or steepes to climb, as our fathers had, in the way to the temple of knowledge. The 'hill of science' is now leveled into a railroad, over which the comfortable scholar is smoothly and swiftly drawn. But we shall find, I fear, that

*The rule adopted by one of the best and most successful teachers I ever knew was, never to answer a question which the pupil can be made to answer himself, and always to require the pupil to give back the idea or knowledge imparted in his own words.

the minds of the present and coming generations are losing thereby the strong-limbed vigor of the past, and that they reach the *end* of their education without knowing any thing of the way.

Not the least disadvantage of this officiousness in teaching is that the mind's wonder, which Lord Bacon calls the 'seed of knowledge', is dispensed with or prevented. Then, it follows inevitably that, the results and fruits of knowledge being had so easily, without that personal mental toil which is the only price of wisdom, knowledge itself will be lightly and cheaply esteemed; a large batch of information will be mistaken for treasures of wisdom; and sciolism will gradually usurp the place and name of science.

Moreover, it deserves to be considered that there is no true progress where *faith* is not. In the way of mental as well as religious advancement, it is true that 'faith is our guide and faith our light'. And in order to cherish faith, some knowledge must be withheld. But, in the superfluity of knowledge some times crowded upon the mind, the end of faith, the mind's own attainment and grasp of truth, is forestalled, and nothing is left to strive after, because every thing is in present and easy possession.

I can not avoid pursuing for a moment the analogy here touched upon between religious and intellectual culture, in respect to the method appropriate to both. For the moral and mental life of man is, or should be, one, and is to be nourished after the same laws and principles. The system of grace for the spiritual training of man is in beautiful agreement with the system of nature as adapted to his mental development. The objects of faith, like those of sense, are openly revealed, but they must be freely and spiritually apprehended,—*i.e.*, laid hold of, and actively embraced, before they can be truly known, or become spirit and life.

There is the same difference between a barren assent to the truths of revelation and a cordial belief 'unto righteousness' as between an outside and superficial knowledge of things and a vital grounding of the mind in principles. Virtue, too, can not be forced into the soul any more than knowledge or wisdom. All that can be enforced is the outward form of both; while the reality, if it exist at all, must be a free and inward birth of the spirit. The same analogy, moreover, holds in respect of the discipline requisite to the culture and growth of both knowledge and virtue. As the highest and most solid virtue is that which is born of adversity and the soul's personal struggle with evil; as the greatest peril to virtue would be the removal of all perils and difficulties in its attainment; so that is the most real and substantial knowledge which costs the most mental labor, and which is entered into 'through much tribulation'. It were well if they who now '*recieve* an education' with so little trouble, and call it 'finished' when all the books are recited, could take one lesson of the Apostle: "Not as though I had already attained, either were already perfect, but I follow after, if that I may apprehend that for which also I am apprehended."

Let me not be understood, in what I have said about the *negative* part of instruction and the importance of leaving the mind free to learn, that it may learn indeed, as quite dispensing the teacher from work, or from *his* share of duty and responsibility in the business of education. I would only say that *his* work and that of the pupil should not be confounded. A wise withholding is not the same as a careless neglect; and a scrupulous regard for the mind's health and liberty is something far different from giving the rein to license.

What, then, is the true office and work of the teacher? I answer, to superintend, guide, stimulate, allure, elicit; in a word, to *draw forth* the mind of the pupil, and set it upon learning for itself—upon traversing freely and spontaneously the fields of knowledge, with the teacher for companion and guide. I could only wish that the word 'education', wedded as it is to so many false notions, were abolished for a while, to give place to its equivalent, *elicitation*; for this is its true idea and import. In order rightly to elicit and guide the youthful mind, it is of the first importance not only to know what the mind is, its nature and laws, but to study an acquaintance with the interior character and tendencies of individual minds. The specific wants of each should be the practical guide or law of the teacher's guidance. Study *adaptation* in teaching, and do not attempt the absurdity of teaching all minds and all things alike. Especially, avoid the barbarous practice of stretching minds of different order and structure upon the same procrustean bed of outward mental conformity; requiring of a dwarf or page that he perform the same feats or walk with the same pace as a giant or knight-at-arms; or that a youthful Cowper should be subjected to the same mental discipline as a Locke or Laplace. Such outward equality and fair-seeming conformity, if it be effected, is generally at the expense of the mental health of a majority of the school, who are thus brought up outwardly to the stature and proportion of one or two, while inwardly they are distorted or weakened. Such a school of finely-drilled and uniformed *trainers* is like a collection of trees cut into regular geometric shapes to please the eye of a silly gardener. If it be asked what becomes of the discipline to be gained by such uniform and summary instruction,—I answer, there is no true discipline of the mind but *reflection*. The interior efforts and wrestlings of one's own thoughts with truth is discipline, and not any mechanical exercise of the tongue and memory. Thus the analytic study of a single problem in Euclid, *i.e.*, *finding out* the truth demonstrated, in one's own way, is of more value as discipline than the conning of the whole book in the ordinary method. So it is of inestimable advantage to accustom the pupil to investigate the reasons of things, *i.e.*, *to think for himself*, by bringing the mind into contact with concrete truth, in stead of always obsequiously following others' thinking, and so knowing truth only as abstracted in books and propositions.

In a word, to provoke and elicit that rare and most difficult of all tasks, REFLECTION, should be the first aim, I had almost said the last end, of every teacher. To this end the method of original *question and answer*, already alluded to, is admirably adapted. A wise question is often of more real service to the pupil than a whole book-full of knowledge formally learned and recited. The point of the question should be directed to something *within* rather than something without, in the book. Its use should be not a mechanical key to unlock the memory, but like the Socratic questions, as a *suggestive*, bearing under it a chain or coil of reason, to draw knowledge up from the deep wells of reflection in the pupil's own mind.

The knowledge thus educed is of that rooted and growing order described by Lord Bacon: "For it is in knowledges," says he, "as it is in plants: if you mean to use the plant, it is no matter for the roots; but if you mean to remove it to *grow*, it is more assured to rest upon roots than slips."

Now of the things which we have spoken this is the sum: That the pupil should be so taught, by whatever means, as that what he learns shall be consciously his *own* and not another's; not his in the memory alone, which is all the

same as his in the book, but his vitally and substantially, as the blood in his veins, or as the innate ideas of right and wrong.

I have said that the end of instruction is to supply not knowledge itself, but the conditions of knowledge. Books are one of these conditions. Hence it is an important and practical question What is their true and legitimate use? The greatest and most serious *abuse* of books is in making too much of them—making them to supersede the independent study and reflection of the pupil and the personal effort of the teacher. Text-books are to be regarded not as including within their covers the whole of the science to be learned, or as conveying so much knowledge in so many words and propositions, but only as helpers or instruments of knowledge. They are ladders up the hill, or keys to the temple, of science, which the student is to use and leave behind him. At least, this should be regarded as their design and use. They are way-marks or guide-posts along the road of human knowledge, erected by travelers who have gone before, for the guidance of those who may come after. They indicate or point out the road,—not necessarily the best or the only road. They do not mark the end or the goal of knowledge, but only the distance which other minds have traveled. Never should they be mistaken for or made into inclosures within which the mind is to stay pent as in a pound. And to avoid this imprisonment of the mind in books, and show their real use and value, the teacher should take pains to lead the pupil often out of the track of the book into the open field or *prairie* of truth, which stretches on all sides around—should suggest thoughts and inquiries which the book knows not and can not answer.

All books of science are but commentaries on the great book of Nature, and should be studied as commentaries, in connection with and with constant reference to the original text. If possible, let books be placed before the scholar as a temptation rather than a task.

And here, as a last thought—as indicating the true relation between teacher and scholar, permit me to suggest that the teacher should be, and should be seen to be, a *colearner* with the pupil, as an elder scholar in the great school of human knowledge.

Never believe the falsehood that all science, or any one science, is complete; that any thing is or can be perfectly known. What is known is but a ladder or scaffolding to reach the unknown; and every new ascent in knowledge supersedes or changes the aspect and relations of all below it; as in climbing a steeple, or ascending in a balloon, we can scarcely recognize our native village. The systems of philosophy and science so painfully reared in the former ages, which were designed by their founders to stand for ever and their top to reach unto heaven, the monuments of perfected knowledge, are already become babels of ruin and monuments only of the confusion of tongues.

In this general and rapid survey of a great subject—the true method of education,—I may seem possibly to some to have drawn a fancy sketch with the ideal materials of a warm imagination, rather than a practical and practicable scheme. But I trust I have not exceeded the words or the limits of truth and soberness. In holding up the idea of *freedom* as one great element or condition in the method of education, I remember that I am in a republican country, and speak to a republican audience, in which this idea is so beautifully embodied, and by whom it must be appreciated. We have found out, or think we have, that government is not an

end to which the happiness and liberty of the people is to be made subservient, but exactly the reverse. We have discovered and *tested* the truth that the end of government is to uphold and protect the liberty of the subject, and to foster the free—*i. e.*, the true and legitimate—growth and prosperity of the people. And I would simply seek to conform the idea and method of education to the practical idea and method of our own beloved institutions. The end of education, I would believe, is to foster the true and legitimate growth of the mind, to protect and aid it in working out its grand and immortal destiny; to supply all needful helps, and remove all harmful hindrances. But its work and destiny must be its *own*; and this can be only as it lives in the light, and breathes the atmosphere of its God-given and inalienable *freedom*. Let it be understood, however, that freedom is perilous in proportion to its greatness; and that freedom in any thing can not exist without *law*,—law either as an inspiration within, to constitute and uphold it for the willing and obedient subject, or else as a pressure without, to guard it round and defend it from the refractory and rebellious.

I have thrown out, or suggested, these fragmentary thoughts, not with a view of dictating any thing, still less of imparting any knowledge; but with the hope that they may excite reflection in those who are called to the work of training and developing the young minds of this young and great country. Yours, my friends, is a great and noble office, and I may add, a responsible one—second in responsibility to none except it be that of the parent or pastor. I hardly know whether I ought to except the latter, for it is more, if it be not more sacred, to put the hand into the pure spring, or give a direction to the sparkling rill, than to attempt to change and purify the river when its channel is worn deep and unchangeable, and its waters commingled with the soil of the world.

God speed you in your work and labor of love, and bless it with his own spirit, whose inspiration alone giveth understanding, and whose fear is the beginning of wisdom.

EDITORIAL DEPARTMENT.

INTRODUCTORY.—With the present number we enter upon our duties as editor of the Teacher. We are well aware that it is no easy task to fill the place left vacant by the retirement of our predecessor. It is largely due to his untiring and successful labors, continued through a series of years, that this journal has won for itself the high reputation which it now bears. Whoever would worthily succeed him must give time and energy, heart and brain and hand to the work. But we have thought that it might be a somewhat less difficult undertaking to continue what has already been well begun, and to preserve what has been well secured, than it would have been to begin at the beginning and build up from the foundation.

We expect to do what we can to make the Teacher worthy of the support and patronage of the teachers of the state. We mean that it shall not cease to be a

power for good in the land. While its pages will always be open for the discussion of educational theories and principles, we intend that, in the future as in the past, there shall not be wanting such practical hints and suggestions as will be of direct value in the work of the school-room. The question which, with the earnest teacher, takes precedence of all others is, How can I best do my work? and he who answers that wisely is a benefactor of the race.

We are not of those—if, indeed, there be any such—who suppose that we have arrived at perfection in our educational theory and practice; nor do we have any sympathy with that other class that is constantly indulging in bitter complaints and hostile criticism of the management and work of our schools, without the ability or disposition to suggest any remedy for existing defects. We do not believe in abandoning the old until something better is found to take its place. We are unable to see the wisdom of plunging recklessly overboard because our vessel may not be as staunch and well rigged as we might desire. But at a time when the ideas and theories of yesterday have to be revised and corrected with the larger experience, the broader view and the clearer light of to-day, we can not stand still without running the risk of being left in the lurch. While, in every department of human thought and activity—in the scientific, the social, the political and the religious world,—old questions, long regarded as for ever put at rest, are continually presenting themselves for review and resettlement, we can not expect, and ought not to wish, that our educational fabric should escape its share of examination and criticism. All we ask is that the criticism be honest and impartial, and that the aim be reformation and not simply subversion. We need not fear for the result. What is good and true will come out all the brighter for the ordeal through which it has passed; what is false and unsound we can well suffer to perish.

We shall endeavor to be up with the times in educational intelligence, and in the advocacy of any and every measure which we believe will tend to increase the efficiency of our schools and to elevate the standard of popular education. We desire and shall need the hearty coöperation of all the teachers of the state. This journal must be, after all, just about what they will it to be. To them we look with confidence for that aid and encouragement which they have so liberally bestowed in the past. We wish especially that they would forward to us promptly all the educational news of interest in their respective neighborhoods. If any have questions to ask, suggestions to make, or thoughts to express, we shall be glad to hear from them, and will give all such communications that attention which they deserve.

E. W. COY.

TABLE OF STATISTICS.—Will the Teacher furnish its readers a table of statistics, embracing, as far as possible, at least three things: 1. The population of each state as ascertained by the ninth census of the United States; 2. Increase in population in the last ten years; 3. The number of representatives in Congress to which each state is entitled by the last apportionment? We have failed to find these facts in any of the educational journals, though they are facts essential to all teachers of geography and history.

W. H. R.

We most cheerfully comply with the request of our correspondent, and append a table containing the first two items mentioned in his note. The apportionment of representatives to the different states, under the recent census, has not yet been made. Congress will, in all probability, determine that at its next session. We have also added some educational items of interest, compiled from the report of

the Commissioner of Education. There has been, so far as we are aware, no official publication of the population of the country by the census of 1870, but the figures which we give are believed to be trustworthy. The last four items are from the reports of 1869 and 1870, except those of Illinois, which are from the report of 1868. The entire population of the United States, including the territories and the District of Columbia, amounts to 38,505,768, being an increase of 7,075,877 over the population in 1860.

We wish more of our readers would follow the example of W. H. R., and let us know of any matter of interest that they would like to see presented in the pages of the Teacher.

States.	Population by Census of 1870.	Increase in last 10 years.	Per cent. of Increase.	Whole number of Adults—1860	Illiterate Adults—1860.	Pr ct. Illit.—'60	Av. D ⁿ tion of Schools.		No Teach ^r s in Public Schools.		Av. Salary of Teachers per month.		Total cost per Pupil on aver- age attendance.
							M	Ds	Male.	Fmle	Male.	Fmle	
Alabama..	996,992	32,791	3.4	417,719	230,169	55	...	...	...	...	...	...	...
Arkansas..	483,157	48,707	11	182,082	73,235	40	5	...	1,300	700	\$ 80 00	\$60 00	\$11.16
California..	560,223	180,229	47	260,437	20,779	8	...	...	726	961	81 33	62 81	25.91
Conn.....	537,418	77,271	17	268,421	9,201	3	8	3	679	2,134	58 74	29.16	20.15
Delaware..	125,015	12,799	11	54,180	14,449	27	...	...	...	...	...	...	...
Florida....	187,752	47,328	34	62,432	33,073	53	3	...	*250	...	...	...	...
Georgia....	1,195,338	137,552	13	456,174	242,471	53	...	...	...	...	...	...	...
Illinois....	2,538,408	826,457	48	804,634	62,470	8	7	3	8,240	10,797	42 40	32 80	23.83
Indiana....	1,673,943	323,515	24	602,422	65,913	11	3	7	7,104	4,722	37 00	28 40	5.22
Iowa.....	1,191,727	516,814	77	302,529	20,945	7	6	6	4,479	7,515	36 96	27 16	16.36
Kansas....	362,872	255,666	238	52,136	3,256	6	5	...	896	263	37 07	28.96	19.17
Kentucky..	1,321,011	165,327	14	510,400	164,852	32	5	...	...	...	...	...	2.45
Louisiana..	726,915	18,913	2.7	367,974	196,912	53	4	11	150	475	112 00	76 00	18.10
Maine.....	626,451	+1,804	+3	334,699	8,962	3	4	20	1,981	4,020	32 27	14 00	10.82
Maryland..	780,806	93,757	14	338,210	76,393	23	10	...	...	...	43.00	43 00	...
Massach ^t s	1,457,351	226,285	18	716,086	48,979	7	5	6	1,053	7,048	77 44	30 92	21.71
Michigan..	1,187,135	438,022	58	369,905	19,383	5	6	3	2,354	7,895	47 71	24 35	9.81
Minnesota..	433,564	261,541	152	83,993	5,004	6	...	...	1,155	2,620	33 91	32 45	18.10
Mississippi	791,305	117,290	17	360,689	220,285	61	...	...	...	...	...	...	...
Missouri...	1,719,978	537,966	46	530,850	108,178	20	4	6	4,615	2,531	38 60	29 81	...
N. Hamp...	318,300	+8,773	+2.7	191,892	4,898	3	3	15	624	3,157	36 59	21 62	...
Nebraska...	119,696	90,855	315	15,394	681	4	3	...	261	260	34 32	33 66	...
Nevada....	42,759	35,902	523	6,055	160	3	8	2	19	36	118 75	92 16	52.41
N. Jersey..	906,108	234,073	35	350,373	24,130	7	8	14	915	1,905	53 62	30 66	20.91
New York..	4,357,647	476,912	12	2,094,851	127,311	6	8	4	6,230	22,080	163 36	...	21.35
N. Carolina	1,071,135	78,513	7.9	444,325	214,008	48	3	...	1,030	385	20 50	18 50	5.20
Ohio.....	2,661,178	321,667	14	1,110,490	67,913	6	7	15	9,171	12,455	55 63	33 26	15.21
Oregon....	90,933	38,468	73	35,534	1,592	6	...	...	...	...	...	...	...
Pennsylv ^a	3,502,311	596,096	21	1,430,444	85,264	6	6	1	7,438	10,174	40 45	31 38	13.87
R. Island..	217,356	42,736	24	100,619	6,375	6	8	...	173	500	...	...	14.79
S. Carolina	728,000	24,292	3.4	318,978	194,339	61	...	...	...	...	...	...	...
Tennessee..	1,257,495	147,694	13	482,537	187,572	39	1	...	...	...	...	...	...
Texas.....	797,500	193,285	32	264,176	95,390	36	...	...	...	...	...	...	...
Vermont...	330,552	15,454	4.9	174,851	9,256	5	...	...	*4,296	...	...	...	...
Virginia...	1,224,962	\$70,677	\$4.5	\$73,520	\$307,084	\$42	...	...	...	...	...	...	...
W. Virginia	442,033	...	...	...	...	...	...	...	...	...	...	...	...
Wisconsin..	1,055,165	279,288	36	365,605	17,259	5	...	151	*8,795	...	43 63	28 34	...

† Decrease. * Whole number of teachers, without distinction of sex.

‡ Average salary of all teachers. § Including West Virginia.

THE MEETING AT ROCKFORD.—The third annual meeting of the Society of School Principals, held at Rockford on the 5th, 6th and 7th of July, was one of the most successful and profitable educational gatherings that we have attended for a long time. Every thing passed off smoothly, pleasantly, and promptly, in accordance with the programme previously arranged. Those appointed to take part in the exercises were on hand and well prepared to perform the duties assigned them. There was no friction, no delay, no failures, no apologies for non-appearance or

for want of preparation. The papers presented were excellent, and scarcely one was read there which those in attendance did not feel that it would be well to preserve in print, as well for their own use as for the benefit of those who were absent. The Executive Committee deserve much credit for the skill with which they performed their difficult task. The good people of Rockford were attentive and hospitable; and, though no free entertainment was asked, they manifested in various ways their good will and their desire for the comfort and pleasure of the teachers. The ride about their beautiful city which they tendered their visitors for Thursday afternoon will long be pleasantly remembered. The fine private grounds for which Rockford is noted were thrown open to all who wished to visit them, and every effort was put forth to make the teachers feel that their presence was not unwelcome. The principals of the Rockford schools also deserved and received the thanks of the society for their earnest endeavors to make the meeting pleasant and successful.

For the following report of the proceedings we are largely indebted to the full account published in the Rockford Gazette. The report of the first day is taken mainly from the Chicago Tribune.

The Society met, according to previous announcement, on Wednesday morning, at the Court-Street M. E. Church, and was called to order promptly at 10½ o'clock A.M., by the President, Aaron Gove, of Normal. The Secretary being absent, J. S. McClung, of Henry, was chosen Secretary *pro tem*.

In his opening address the President spoke of the growing tendency to permanency in the positions of teachers, and the greater security of compensation as compared with former years. In places where compensation has been reduced, it will be found that the community has burdened itself with debt in aid of some pet railroad scheme which has disappointed expectations, or expensive school-houses or other public buildings, not to meet existing necessities, but to outdo some other locality. Many towns in the state are to-day experiencing the mischief growing out of extravagant rivalries of this sort, in the demand for a reduction of expenditures for educational purposes and the consequent impaired efficiency of their schools.

The remainder of the forenoon was occupied with the discussion on *Compulsory Attendance*. E. C. Smith, of Dixon, read the bill introduced into our legislature at its recent session, and explained the object of it. He gave extracts from eminent authorities on the right to pass, the power to enforce, and the necessity for such a law. He also cited authorities against the principle of compulsory attendance. He was in favor of the enactment of a law of this kind.

Mr. Roberts, of Galesburg, thought our information not sufficiently trustworthy to base opinions on. It was best not to be too hasty in passing such a law. There were but few children not already in school who would not be an injury to the schools if they were brought in. If such a law should be enacted, it would be necessary, in his opinion, to establish other schools for the class of scholars that would be detrimental to the common schools.

Mr. Freeman, of Rockford, raised the question whether, if the class of young persons just spoken of, vagrants, was brought into the schools, their influence would be better than if they were allowed to remain in the streets.

Other speakers continued the discussion, some speaking for and others against the proposed law. One thought that the small amount of school attendance re-

quired by the bill was of little value, and that the law could not be enforced so long as poverty was a valid excuse for non-compliance with its provisions. Others urged the importance of saving the poor, who are careless of attendance, and in reply it was said that it would be easy to evade the law by a nominal attendance which would really be of little worth.

In the afternoon, W. T. Harris, Superintendent of the St. Louis schools, read a well-written paper on *Primary Teaching*, advocating the view that thoroughness in method in a few elementary points is more valuable than any attempt to give a superficial knowledge of many subjects. In answer to a question after the close of his address, he explained the use of Leigh's Phonic system in primary classes and gave it high praise. Some of its advantages over the other method were a large saving of time, the securing of better articulation, and a more perfect analysis of words. He also thought that the system improved spelling very much, and did not find any difficulty in the transition to the other method.

A discussion of the proposed school-law followed, in which Senator Woodard, of Chicago, was called out, and explained the feeling of the legislature and of the Committee on Education. He urged the members of the society to examine carefully the proposed law, and give the result of their examination to the members of the legislature. Most of the discussion turned upon the manner of appointing boards of education in cities. In the rural districts the people elect a board who have full powers, but in cities it is proposed to have the mayor appoint and the council confirm, and to leave the entire control of the schools ultimately in the hands of the council. Mr. Harris explained the working of a direct election in St. Louis, and the feeling was evidently in favor of the adoption of such a method for cities as well as for the country.

On motion, a committee, consisting of Smith, of Dixon, Wells, of Ogle Co., Col. Potter, of Fulton, Cutter, of Chicago, and Parker, of Joliet, was appointed, to examine the proposed law and report such amendments as they may think best.

An invitation from the merchants and manufacturers of Rockford, to ride about the city to-morrow afternoon, and view the city and objects of interest, was received and accepted; after which the society adjourned till 9 A.M. to-morrow.

On assembling Thursday morning, the committee previously appointed on revision of the Constitution reported the following as an amendment to that instrument: "Any person having the direct charge of a system of schools employing one or more assistants, or who has been principal of such a system of schools, can become a member by signing these articles and paying into the treasury the sum of five dollars in one payment, or of two dollars annually." The report of the committee was, on motion, adopted.

After some other preliminary business, S. H. White, of Peoria, read a paper upon *The relative time to be given to the different branches below the High School*. The paper was an interesting one, and contained many valuable suggestions. Mr. White was requested by the society to allow it to be published in one or more of the educational journals of the state. We hope to present it to our readers in a future number of the Teacher.

In the discussion following, J. V. Thomas, of Dixon, advocated an oral course in every branch, preparatory to the text-book work, that the pupil might gain some idea of the need of his text-book. Education is not simply obtaining information: it is a discipline, unfinished in primary or grammar or high school; but by all

these combined, a pupil is trained for the work of life. The first year of school is but a bridge to connect the freedom of home with the discipline of fixed duties at school.

W. B. Powell, of Aurora, would make the study and practice of language very prominent. He would have composition-writing from the day the pupil entered the primary till the day he left the high school, as a constant exercise: not called composition, perhaps, but constant work in putting thought in written form, even if but the answers to simple questions. Descriptions of common objects afford material for early work.

Col. Potter, of the Soldiers' College, Fulton, thought ethics and morality should have more distinct place than most gave to them. He would teach a child the distinction between truth and falsehood. The beauty of truth should be set before him. The formation of moral character should be continually in mind. Much of object-lesson work is aimless and wasted, and produces no valuable result in language. He was not favorable to its early introduction.

Compulsory Education was again taken up. S. H. White, in the most thorough and exhaustive address made on that topic, made a number of strong points against compulsory laws. He urged that it was not enough to say that any one law made all the difference between one people and others, but we must examine further. Prussia, France, Spain, Italy, Sweden, some Swiss states, and Austria, are alike in having compulsory laws for school attendance; but Prussia alone secures universal education to a prominent degree. We must look back of the statute for the cause of Prussian education. Some states of Switzerland secure higher results without compulsory law than others do with it. He did not believe that we were so much behind others as our statistics show. Statistics themselves need explaining and examining before basing decisive judgment upon them. Many are in private schools; many are reported out of school who are above the usual school years. Illinois statistics include all between 6 and 21. He thinks that 90 per cent. of those between the ages of 6 and 15 in Illinois are annually in school, and considers that a worthy result to reach in a country so new as ours. Going on in the direction of our past work and progress, he looks for as full and complete educational work under the voluntary principle, as we grow older and our communities are more fixed, as could possibly be gained under compulsory law. We are too impatient of delay, and with our improved machinery for material labors forget that all processes involving mental action must still be gradual. New-York reports show more now in the schools annually than the whole population between 6 and 14. Compulsion in education is offensive to Americans. The idea of centralization seems to take us from the republican form of government. Class and caste ideas would be fostered, and antagonisms would arise in society. The present system keeps the wealth of the millionaire where his poorer neighbor feels that it is somewhat common to him also. Under a compulsory system, the poorer would feel that the wealthy framed schools and dictated to him, and the agrarianism of Rome, the modern antagonism of labor and capital, would be introduced or intensified.

Mr. Piper, of Iowa, thought compulsion as legitimate in securing attendance as in securing promptness. Michigan and Texas had passed such laws. Iowa had a court decision giving school authorities cognizance of offenses out of school hours and away from school premises, if of such nature as to affect the schools. He would provide separate schools for the vicious.

Mr. Wells, of Ogle, advocated compulsion, and proceeded to state that the most costly schools (cost per scholar per day) in Ogle county were in poor houses, with poor teachers, at poor wages, with irregular pupils; while regular attendance, well-paid teachers, and good, well-equipped houses, were found together at the least cost. Mr. White thought Mr. Wells's statement, printed as a tract, and scattered broadcast, was the best showing of the remedy for bad attendance. It was not compelling the sending to school, but making the school desirable for attendance, that would secure attendance. The discussion was cut off by the dinner hour.

In the afternoon, J. B. Roberts, of Galesburg, read a paper on *High Schools*, giving the condition of such schools, stating the work they should do, their influence in quickening the work of lower grades, the need of well-fitted teachers, the need of reference libraries, and the relative place high schools must have in any locality. The high schools will differ widely, as each is but the highest grade for which pupils can be kept together in its locality.

B. P. Marsh, of Bloomington, indorsed the idea of high schools accommodated to locality. Admission and courses of study must be modified by local circumstances. In reviews, especially, there should be great independence of text-books, giving out topics and having pupils gain information thereon from all available sources.

A. C. Kerr, of Wisconsin University, thought teachers of high schools should direct the attention of their pupils to the possibilities above them in college and university. The spirit of liberality he had witnessed in this association gave promise of unity in educational systems.

W. B. Powell, of Aurora, thought college and high-school courses could be harmonized.

E. W. Coy, of Peoria, explained the work of the Peoria High School. He thought that the great want is institutions whose courses shall meet the high-school courses. Now there is no place open for the pupil when he leaves the high school, unless he has pursued his studies with special reference to entering college. He advocated the harmonizing of college and high-school courses.

J. H. Blodgett, being called for, said that many thought of the public schools as they knew them in their childhood, when the academy was the place for any regular education, and that a large class of our older people did not realize what the present high school could do. It was necessary in the early founding of endowed institutions in a new country that all pupils should be taken who came, just as the pioneer storekeeper must keep every thing used in the settlement; but as society grew, its business settled into separate departments, and the dry-goods merchant no longer dealt in nails and butter. Schools, too, ought to cease to overlap in their work; but too often we find the college reaching down into our grammar schools for its students, and the seminaries taking them out of the primaries. The college will never educate the masses, but we need it, and can fit our pupils for it, if it does not spread over so much ground that we can not determine its line of work.

For want of a conception of the capabilities of our high schools, various religious denominations are moving to revive academics. Boys go from Rockford schools to college with rigid courses, except with delay in Greek, which can be prevented.

Prof. Kerr explained the course taken at Madison to protect from loss of time young men who came fitted for college in all respects except Greek. They arrange a course in natural science parallel with the preparation in Greek.

A committee, consisting of W. B. Powell, E. W. Coy, and ———, was appointed, to confer with the college presidents in regard to harmony of courses of high schools and colleges.

At 4 o'clock Miss Frances Willard was introduced to an audience that filled the church. Indicating some of the causes that had made women content with a frivolous training heretofore, she set forth in earnest clearness the changing demand of society and the new opportunities to be opened by giving women access to the facilities accumulated for young men. She did not pretend to say what the future of American women might be, but would aim to prepare American girls for whatever American women might be called to do. The audience was delighted with the delivery of her address, and with its views. She was followed by Mrs. Gen. Beveridge in remarks giving more in detail the plans for expanding the use of the institutions at Evanston. Women are in the board of instruction and in the board of control; so that it is not simply admitting women to a men's college, but rather adopting a college to extend equal facilities to both sexes.

At the close of Miss Willard's address, Mr. S. C. Withrow, a citizen of Rockford, tendered the teachers the freedom of the city, and invited them to visit any private grounds that pleased them, and announced that carriages would be at the door for a ride about the city. At 5 a long line of carriages was well filled, and two hours and more was used, greatly to the delight of the company, in viewing the vicinity.

Friday morning various notices were given, and invitations to other association meetings extended. A long report on the school-law recommended various amendments and modifications. The report was accepted and laid upon the table for future consideration.

Sup't W. E. Crosby, of Davenport, Iowa, presented a carefully-prepared and exhaustive paper on *The Superintendent's work: what is it, and how shall it be done?* The speaker said that those whose minds have been well trained, and who show superior skill in management and control, become engineers, chiefs, superintendents. The nature of his work lifts the school superintendent above the railroad superintendent, or the master mechanic. It is not necessary that the superintendent should be above his assistants in all literary attainments, but he should be above them in breadth of view and in the ability to comprehend all the conditions that surround him. The teacher should hold the situation to which he is chosen until removed for cause. Secure good teachers first, and let your own place be an after consideration. The superintendent should work in harmony with the board. Some of his important duties are to prepare rules, regulations and courses of study. In this work there is need of more originality and less copying after others. The era of criticism is coming, and we should anticipate and be prepared for it. The superintendent should see to it that all concerned study and understand to the fullest extent the course of study. His work is that of organization; the discipline of the pupil belongs chiefly to the teacher. He should know personally every teacher. The teacher should use every means in his power to secure good government before applying to the superintendent.

After a short recess, the subject was discussed by Hall, of Lasalle; Lehman, of Canton; Kimball, of Elgin; and others.

Adjourned till 2 P.M.

In the afternoon the discussion on the revision of the school-law was resumed. The following resolutions were offered and adopted as the sense of the meeting:

Resolved, That the charter of every municipal corporation should establish a board of school inspectors to be elected by the people, and that such board should have absolute and independent control of all school matters.

Resolved, That this society does hereby recommend to our legislature the incorporation of the spirit of the foregoing resolution into the general law regulating the affairs of our municipalities.

It was also voted that, in the opinion of the society, the salary of the state superintendent should be \$4,000.

Later in the day, J. L. Pickard, of Chicago, and Dr. E. O. Haven, of Evanston, were added to the committee previously appointed, and the whole matter was referred back to them, with instructions to present the subject to the committees of the legislature with such amendments and suggestions as they might deem desirable.

Dr. Haven's address upon *The relation of our high schools to colleges and universities* was a clear explanation of the unity that ought to exist in all our educational work. The lower schools should all the time point upward in their courses. The high schools should give instruction that shall meet the wants of those who can go no farther. Their courses should be adapted to local circumstances; but, to avoid the confusion of too many local experiments, he suggested the preparation of perhaps ten courses of study, out of which any locality might select that best adapted to its population and circumstances. The college is a special school giving its classical course. For this the high school may aim to fit its pupils. The university is as yet little more than a plan in America. It must be to colleges and high schools what they, in their turn, are to primary schools. There must be constantly kept before the student something higher to be reached, and there must be no point in the whole educational plan where a limit is fixed to the aspirations of any one—no point where he is to be told You can go no farther. Such a check at the top of the system will deaden activity throughout the whole. German gymnasia are no better than American high schools, but the work they do in Latin and Greek is greater than in American high schools, and this pleases professional visitors from the United States. The German universities are the best in the world, for the reason that, in appointments under the government, all the local offices must be filled by those who can pass certain examinations, and because of the premium put on skill and knowledge in the ordinary avocations of life. To these facts, rather than to the compulsory laws, are we to look for the preëminence of German education. The whole educational system should be bound together in sympathetic work. The high schools can help the colleges and universities, if their principals will point the students to the possibilities above them. The universities can help the high schools by recognizing their diplomas as sufficient for admission, in cases where they show themselves worthy of such confidence. He explained the relation of Michigan University and the high schools of that state as a strong illustration of his position. Voluntary action, rather than law, must be our dependence in educating the people. The township ought to be the unit for school work, as indicated in a bill before this body. High schools would grow

up that could not be put in full action at once, and the whole school power would be increased.

The committee on resolutions reported the following, which was adopted:

Resolved, That the thanks of the society are due, and the same are hereby tendered, to the officers of this Society, for the prompt and efficient discharge of their duties; to the principals of the city schools, for their successful efforts in making ample arrangements for our comfort and accommodation, to the pastor and officers of the Court-Street M. E. Church, for the use of their convenient building; to the citizens of Rockford, for giving us an opportunity of seeing the various objects of interest in and around their beautiful city; to the lady and gentlemen who have furnished the able papers read before us; to the officers of the various rail roads who have allowed us liberal discounts on return tickets; and to the press, for their cordial coöperation in our work.

The paper of Mr. Roberts, on *High-School Work*, after some discussion, was referred to the Executive Committee, with instructions to have it published.

The Society will meet next July at Princeton. The officers are E. C. SMITH, of Dixon, *President*; HENRY FREEMAN, of Rockford, *Vice-President*; J. B. ROBERTS, of Galesburg, B. P. MARSH, of Bloomington, and E. L. WELLS, of Oregon, *Executive Committee*; J. S. McCLEUNG, of Henry, *Secretary*; B. R. CUTTER, of Chicago, *Treasurer*.

A pleasant social gathering, Friday evening, prevented the weariness of waiting for trains. Over one hundred teachers were in attendance, and all left feeling that their time had been well spent. Many expected that this meeting, coming, as it does, when the teachers are all worn out with their year's work, would excite little interest and be thinly attended. Some have even doubted the expediency or the necessity for such a meeting; but the result of the Rockford gathering, with its full attendance, and its earnest and profitable work, has settled the question as to the demand for and the advisability of the annual meeting of the School Principals.

The following is a list of new members who joined the society at Rockford:

E. L. Wells,	Oregon.	C. F. Kimball,	Elgin.
J. B. Roberts,	Galesburg.	A. J. Blanchard,	Rochelle.
J. W. Bird,	Knoxville.	Miss E. S. Dunbar,	DeKalb.
D. J. Poor,	Lexington.	Chas. J. Parker,	Joliet.
J. Long,	Wilmington.	A. J. Cheney,	Chicago.
H. H. C. Miller,	Morris.	S. S. Ventres,	"
M. L. Seymour,	Forreston.	O. S. Westcott,	"
J. W. Gibson,	Adeline.	Wm. Isenberg,	"
C. D. Armstrong,	Morris.	N. Ford,	Lena.
O. M. Tucker,	Lacon.	W. W. Austin,	Shirland.
N. Millet,	Huntley.	J. M. Coyner,	Rushville.
L. C. Grey,	Kewanee.	L. H. Potter,	Fulton.
H. Rulison,	Durand.	P. B. Hulse,	Chicago.
D. E. Garver,	—	Louis Goodrich,	Sterling.
J. A. Blackburn,	—	J. Piper,	Chicago.

STATE NORMAL UNIVERSITY, Normal, Ill., June 9, 1871.

THE undersigned hereby express their intention of being present at the State Teachers' Institute to be held here in August next, beginning on Monday, the 7th of that month, and to give instructions as required.

RICHARD EDWARDS,
EDWIN C. HEWETT,
JOSEPH A. SEWALL,
ALBERT STETSON,
JOHN W. COOK,
HENRY MCCORMICK.

It is also expected that Professor Metcalf will return from Europe in time to be present at the Institute.

MONTHLY REPORTS FOR JUNE.—

TOWN OR CITY.	No. of Pupils Enrolled.	No. of Days of School.	Average No. Belonging.	Av. Daily Attendance.	Per ct. of Attendance.	No. of Tardinesses.	No. neither Absent nor Tardy.	PRINCIPAL OR SUPERINTENDENT.
West and South Rockford	1109	.. . . .	1023	.. 955	.. 93	.. 308	.. 337	{J. H. Blodgett and O. F. Barbour.
Faribault (Minn.)	529	.. . . .	443	.. 410	.. 93	.. 5	.. 175	.. W. R. Edwards.
Macomb	567	.. 20	531	.. 501	.. 94.3	.. 51	.. 272	.. M. Andrews.
Belvidere	268	.. 22	268	.. 239	.. 81.9	.. 35	.. 122	.. H. J. Sherrill.
Creston	80	.. 22	75	.. 70	.. 92.7	.. 3	.. 15	.. P. R. Walker.
Chicago	29385	.. 24	27022	.. 25932	.. 96	.. 7807	..	.. J. L. Pickard.

The above are all of the monthly reports for June that have reached us. We have received but three annual reports, and hence do not publish them now, hoping to receive more before the issue of the September number.

PERSONAL AND GENERAL ITEMS.

B. G. NORTHROP, Secretary of the Connecticut Board of Education, has gone to Europe to examine educational systems.

PROFESSOR BOISE, of the University of Chicago, is also taking his summer vacation in Europe.

D. H. HENRY, of St. Louis, has been appointed Superintendent of the Jacksonville schools, at a salary of \$1,800.

THOS. H. CLARK, who has been working faithfully at Ottawa for the last twelve or fifteen years, has been appointed to the principalship of the High School in East Aurora, at a salary of \$1,600. The school board at Ottawa was smitten with a sudden fit of educational economy, and put his salary down to starvation point. But our friend Clark is not the sort of man that people are inclined to let starve; hence the change. We congratulate Aurora upon the acquisition of a worthy gentleman and an earnest teacher.

Since writing the above, we learn that the people of Ottawa have held a mass meeting and raised, by voluntary contributions, sufficient funds to pay Mr. Clark and the other teachers their full salary for the coming year. We are very glad that the good sense of the people has rectified the folly of their school board, and hope that at the next election they will rectify the board itself.

ALFRED CLARK, formerly of the Peoria schools, has accepted the position of principal of the Galva schools. Salary, \$1,500.

W. H. RUSSELL, of Kewanee, goes to Moline, as superintendent of the schools at that place.

THE school board at Henry have been fortunate in securing the services of Miss Loura A. Thompson in their high school. Miss Thompson has, for several years, been teaching with marked success in the Peoria High School, and declines a re-appointment there to take charge of the school at Henry. Salary, \$750.

B. G. ROOTS, of Tamaroa, and his wife, have been to Arkansas on a visit to their son, Hon. Logan H. Roots.

S. H. PEABODY has resigned his position in the Chicago High School, to accept the professorship of Natural Science in the Massachusetts Agricultural College.

At the recent commencement of the University of Chicago, the empty honor of LL.D. was conferred upon Gen. Phil. Sheridan. It will sound a little odd, to say the least, to read hereafter of the brilliant cavalry charge of Dr. Sheridan.

THE American Philological Society held its third annual meeting in New Haven, during the last week of July. Chancellor Crosby, of New York, President of the Society, delivered an address. Professors Whitney, Hall, Marsh, Hadley, and others, were to read papers upon important subjects.

THE second annual convention of the German teachers of the United States is to be held in Cincinnati, the first week of August. They met last year at Louisville.

It is, we believe, settled that the next meeting of the State Teachers' Association will be held at Dixon, at the usual time, the last week in December.

It is announced that the next annual meeting of the Association of County School Superintendents will be held at Rock Island, on the 10th of next October.

COLLEGE ANNIVERSARIES.—The season for the annual commencements and public exercises of our institutions of higher education has just closed. The year's work is done, and professors and students are enjoying a period of rest. Nearly every day for more than a month past, accounts have come to us of the closing exercises of some of these institutions. There seem to have been an unusual number of changes this year in the presiding officers of these schools. Bowdoin, Yale and Union, in the East, and Michigan University, the Wisconsin State University, and the Northwestern Female College at Evanston, all begin the next year with new presidents. The following summary contains such items of interest connected with these anniversary exercises as we have been able to gather.

Yale held her commencement July 13th. The graduating class numbered one hundred and two. Noah Porter, for a long time professor in the college, was elected President, in place of President Woolsey, resigned. This is regarded as a defeat of what is known as 'young Yale' and the friends of the new education. President Woolsey has presided over Yale for twenty-five years, and now retires at the age of seventy. A freshman class of over two hundred is expected next year.

Harvard graduated a larger class this year than ever before. It numbered one hundred and fifty-seven.

Brown University this year held its anniversary the last week in June, in stead of September as heretofore, a change having been made last year from September. President White, of Cornell University, delivered an oration before the Phi Beta Kappa Society, on the *Warfare of Science*. It is spoken of as a masterly production. At the meeting of the alumni, a committee was appointed to confer with the officers of the University upon the relations of the alumni to the government of the University. Prof. E. W. Blake, late of Cornell University, was appointed to the new Hazzard Professorship of Physics.

Bowdoin College held its exercises on the same day as Yale. It sent out but eleven graduates this year. Gov. Chamberlain was elected President, in place of Dr. Harris.

Amherst sent out a class of fifty-nine. This institution was founded in 1821, and hence celebrates its semi centennial this year. The alumni here, as at Brown, wish to have a share in the government of the college.

In the different departments—law, medical, normal and academic—of the *Iowa State University* there have been enrolled during the year 456 students. The graduates number about sixty.

The *Wisconsin State University* graduated five ladies and eighteen gentlemen. The examining committee say in their report that "the classes of ladies showed a scholarship not inferior in any respect to that of the gentlemen. Rev. J. H. Twombly, D.D., of Charlestown, Mass., was elected President of the University, and Alexander Kerr, of Beloit, Professor of Greek.

On the occasion of the sixteenth annual commencement of the *Northwestern Female College* at Evanston, June 22d, the charter of that institution was formally transferred to the Evanston College for Ladies. The two institutions are thus merged into one. Miss Frances E. Willard is President of the new college. W. P. Jones, the retiring President of the *Northwestern Female College*, intends, as we are informed, to undertake the establishment of an educational institution in China, in which country he resided for many years as United States consul.

The *Northwestern University*, at Evanston, graduated a class of fifteen.

It was announced at the commencement at *Rochester University* that Hiram Sibley, of Rochester, had pledged himself to erect a library and cabinet building for the University, at an expense of not less than \$75,000. The alumni also pledged \$25,000 for the use of the University.

Union College has elected a new President, Rev. E. N. Potter, of Troy, N. Y., vice Dr. Aikens, resigned.

Chicago University sends out a class of ten from the Literary Department, and twenty-eight from the Law Department. The recent catalogue shows an attendance of 52 in the Law Department, 91 in the regular college course, and 186 in the Preparatory Department.

Cornell University gave diplomas to 40 students, among whom are bachelors of arts, science, engineering, philosophy, and veterinary science. President White has recently given the college \$50,000. Various other donations, amounting to a large sum, have been received during the year. There is talk of opening the institution for the admission of women.

Vassar College graduates 21 young ladies. A two years' course of study has been arranged for post-graduates, who are to receive the degree of A.M. upon passing a satisfactory examination upon that course.

Knox College sends out 12 young gentlemen and 8 young ladies.

The alumni of *Hamilton College* have appointed a committee to raise \$2,000,000 as an endowment fund for the college. Its graduating class this year numbered 33.

At the commencement at *Michigan University*, June 28th, one hundred and five students received degrees, ranging all the way from Pharmaceutical Chemist to Master of Arts. There were 62 in the regular graduating class. President Angel gave his inaugural address, which was delivered extemporaneously. In the afternoon of commencement-day the corner-stone of the new university building was laid. From the triennial catalogue of the University, just published, we learn that the whole number of alumni is 2,900, of whom 102 are deceased. 611 have received the degree of Bachelor of Arts; 1,030 were graduated from the Law school, 969 from the Medical school; the remainder are distributed through the other departments. Only twelve honorary degrees have been conferred since the founding of the university. 110 candidates for the freshman class have already presented themselves. Those from the high schools of Detroit, Ann Arbor, Adrian, Jackson and Flint are admitted without question, on the recommendation of professors of the University who have visited those schools as an examining committee.

Dartmouth graduates a class of 67.

PROGRAMME OF EXERCISES FOR THE NATIONAL EDUCATIONAL ASSOCIATION, AT ST. LOUIS, AUGUST, 22, 23 AND 24, 1871. MEETINGS TO BE HELD IN THE POLYTECHNIC BUILDING, CORNER CHESTNUT AND SEVENTH STS.

TUESDAY, AUGUST 22D.

10.00 A.M., Meeting of General Association for organization. Brief Addresses. Appointment of Committees. 11.00 A.M., Meeting of Sections for Organization. Recess.

SECTION MEETINGS.

I.—DEPARTMENT OF HIGHER EDUCATION.—2.30 P.M., Report on *Academies and High Schools as Preparatory Schools for Colleges*, by LEWELLYN PRATT, of Illinois. Discussion of same. 3.30 P.M., *Superior Instruction in relation to Universal Education*: JOHN EATON, jr., of Washington. Discussion of same.

II.—NORMAL SECTION.—2.30 P.M., Paper by R. EDWARDS, of Illinois, on *Model Schools in connection with Normal Schools*. Discussion of same, by Miss ANNA C. BRACKETT, of Missouri; J. H. HOOSE, of New York; WM. F. PHELPS, of Minnesota; and J. H. SANGSTER, of Ontario.

III.—SUPERINTENDENTS' SECTION.—2.30 P.M., Paper by J. D. PHILBRICK, of Massachusetts, on *The Normal-School Problem*. 3.30 P.M., Discussion of same.

IV.—ELEMENTARY SECTION.—2.30 P.M., *Methods of teaching Primary Reading*: E. E. WHITE, of Ohio. Discussion of same. 4.00 P.M., *Method of teaching Language*: D. H. CRUTTENDEN, of New York. Recess. 8.00 P.M., Address by W. G. ELLIOT, of Missouri: Subject—*Education in large Cities*.

WEDNESDAY, AUGUST 23D.

SECTION MEETINGS.

I.—DEPARTMENT OF HIGHER EDUCATION.—9.00 A.M., *Modern Mathematics in the College Course*: T. H. SAFFORD, of Illinois. Discussion of same. 10.30 A.M., Report on *Pronunciation of Greek and Latin*: ——— TYLER, of Illinois. Discussion of same.

II.—NORMAL SECTION.—9.00 A.M., Paper by CHARLES H. VERRILL, of Pennsylvania, on *A Graded System of Normal Schools*. Discussion, by GEO. M. GAGE, of Minnesota; W. T. LUCKY, of California; C. C. ROUNDS, of Maine; and others.

III.—SUPERINTENDENTS' SECTION.—9.00 A.M., Discussion upon *Compulsory Education*.

IV.—ELEMENTARY SECTION.—9.00 A.M., *Methods of teaching Drawing*: HENRY C. HARDEN, of Massachusetts. Discussion of same. 10.30 A.M., *Philosophy of Methods*: JOHN W. ARMSTRONG, of New York. Discussion of same. Recess.

GENERAL ASSOCIATION.

2.30 P.M., Discussion—*How far may the State provide for the education of her children at public cost?* N. BATEMAN, of Illinois; H. F. HARRINGTON, of Massachusetts; W. T. HARRIS, of Missouri; W. W. FOLWELL, of Minnesota. 5.00 P.M., Miscellaneous business and election of officers. Recess. 8.00 P.M., Address upon *National Compulsory System of Education impracticable and un-American*: J. P. WICKERSHAM, of Pennsylvania. 8.30 P.M., Discussion of same, led by S. FALLOWS, of Wisconsin.

THURSDAY, AUGUST 24TH.

SECTION MEETINGS.

I.—DEPARTMENT OF HIGHER EDUCATION.—9.00 A.M., *Methods of teaching Natural History*: N. S. SHALER, of Massachusetts. Discussion of same. 10.30 A.M., *College Degrees*: W. W. FOLWELL, of Minnesota. Discussion of same.

II.—NORMAL SECTION.—9.00 A.M., Paper by J. W. ARMSTRONG, of New York, on *Principles and Methods, their character, place, and limitation, in a Normal Course*. Discussion, by M. A. NEWELL, of Maryland; W. A. JONES, of Indiana; and others.

III.—SUPERINTENDENTS' SECTION.—9.00 A.M., Essay on *School Attendance*, by J. H. CREERY, of Maryland.

IV.—ELEMENTARY SECTION.—9.00 A.M., *Methods of teaching Geography*: MARY HOWE SMITH, of New York. Discussion of same. 10.30 A.M., Discussion—*What constitutes a good Primary Teacher?* 11.30 A.M., Miscellaneous business and election of officers. Recess.

GENERAL ASSOCIATION.

2.30 P.M., Paper by A. J. RICKOFF, of Ohio: Subject—*Place and Uses of Text-Books*. 3.00 P.M., Paper by THOMAS DAVIDSON, of Missouri: Subject—*Pedagogical Bibliography—its possessions and its wants*. 3.30 P.M., Paper by ALFRED KIRK, of Illinois: Subject—*What Moral uses may the Recitation subserve?* 4.00 P.M., Discussion of Mr. RICKOFF's paper. Recess. 8.00 P.M., Address; J. A. GARFIELD, of Ohio.

HOTEL ACCOMMODATIONS.

All the hotels of St. Louis have very generously reduced their rates to delegates attending the convention, and guests will be entertained at the following rates, Certificates of Membership being presented at time of settlement of bills:

Southern Hotel, \$3 per day; Planters', St. James (conditional as to numbers), and Laclede, each \$2.50 per day; Everett, Park (a temperance house), and St. Nicholas, each \$2.00 per day,—the St. Nicholas \$1.50 if several will occupy a large room together; Barnum's, \$1.75 per day; St. Clair, \$1.50 per day; and Montana (two rooming together), \$1.25 per day.

RAILROADS AND STEAMBOATS.

1. FREE RETURN.—Davenport & St. Paul R.R.; Merchants' Southern Packet Co.; Missouri River Packet Co.; Memphis & St. Louis U.S. Mail Co. (delegates coming to St. Louis by this line will receive, if asked for, a return ticket good when countersigned by the President or Secretary of the Association); Naples Packet Co.; Cincinnati & St. Louis Express Line (if boats are running at the time).

2. ONE-FIFTH FARE RETURN.—Chicago, Alton & St. Louis R.R.; Illinois Central R.R. (tickets for return sold at Vandalia, Effingham, DuQuoin, and Odin); Ohio & Mississippi R.R.; North Missouri R.R.; Rockford, Rock Island & St. Louis R.R.; Pacific R.R. of Missouri (return tickets good only one day from date); Atlantic & Pacific R.R.; Kansas Pacific and Missouri Pacific, from Denver.

3. EXCURSION TICKETS FOR ONE AND ONE-FIFTH FARES.—St. Louis, Vandalia, Terre Haute & Indianapolis R.R.; Indianapolis & St. Louis R.R.; St. Louis & Southeastern R.R.

4. MISCELLANEOUS.—Northern Line Packet Company and Northwestern Union Packet Company will return for one-third fare, including state-room and meals. Keokuk Packet Company, for one-third fare. St. Louis & Peoria Packet Company will return at one-half fare. Merchants' St. Louis, Arkansas & White River Packet Co. will sell tickets either way or both ways at half the regular rates, to those presenting credentials as delegates. Ohio & Mississippi R.W. will sell return tickets to persons coming over Erie R.W., A. & G. W. R.W., and O. & M. R.W.,

at following rates: to New York for \$5.80, provided twenty or more persons have paid full fare over these roads in coming to the Association; upon same conditions to Washington or Baltimore for \$5.10, to those coming over Parkersburg, Baltimore & Ohio R.R.; also, upon same conditions to Louisville for \$3.25, and to Cincinnati for \$3.00. If the whole party coming over each or any of the above roads east of Cincinnati fails to aggregate twenty or more, but reaches that number from Cincinnati, then return tickets will be sold to Cincinnati for all as above; and the same construction will apply to any point east of Cincinnati where the party aggregates twenty or more. The Pennsylvania Central R.R. will sell excursion tickets from Boston, New York, Philadelphia, and Harrisburg, and other points east of Pittsburg, at about two cents per mile each way, to those persons presenting an order for the same from W. E. Crosby, of Davenport, Iowa, Sec'y of Association. This order must be secured before leaving home, and may be obtained by writing for it to Mr. Crosby at any time. Michigan Central R.R. will sell Excursion Tickets from Suspension Bridge to Chicago and return for \$16.00, to persons presenting at Suspension Bridge an order for the same from J. L. Pickard. The Grand Trunk R.W. of Canada will issue Excursion Tickets from Portland to Detroit and return for \$17.00, or from Boston *via* Portland to Detroit and return for \$22.00.

Correspondence is in progress with reference to other routes, with good prospect of securing favorable arrangements.

J. L. PICKARD, Pres't Nat. Ed. Ass'n.	} Executive Committee.
ELI T. TAPPAN, Cor. Sec. Higher Ed. Sec'n.	
S. H. WHITE, Pres't Normal Section.	
W. D. HENKLE, Pres't Sup'ts' Section.	
A. C. SHORTRIDGE, V. P. Elementary Sec'n.	
W. T. HARRIS, Pres't Local Committee.	

EDUCATIONAL NEWS.

ILLINOIS.

CHICAGO.—The Chicago High School held its fifteenth anniversary exercises at Farwell Hall, on the afternoon of Friday, June 30th. The audience was large; and as the day was hot, the rustle of fans and garments was incessant: hence it was difficult for the young ladies to make themselves heard. So far as the essays could be heard, they deserve commendation and some times praise. During the delivery of the valedictory, a female voice in the upper gallery said, not loudly, but distinctly, and in a tone half of inquiry and half of alarm, "Fire!" The one word was enough to startle every body. All rose to their feet and looked around in excitement which threatened an uncontrollable panic. A fearful minute passed; but, no cause for the alarm appearing, it gradually subsided. Evidently most persons preferred to see in what quarter the danger was coming before venturing upon the risk of a panic flight. The result of education, intelligence and self-control was apparent. Yet a dusky wreath of smoke or a glare of flame would have sent headlong hundreds into a hasty rush, fatal to many. The assurances of Mr. Runyon, President of the Board, that the alarm was false, and the resumption of his part by the speaker, made all quiet again. Sixteen young men and sixty-three young women graduated: twenty-six of the latter from the Normal Department.

In the evening a pleasant réunion of the alumni of the High School was held at Standard Hall, Michigan avenue.... On the examination of applicants for admission to the High School, 465 applied and 446 were admitted. Twenty-four were admitted to the Normal Department.... The Board of Education has fixed the salaries of teachers the same as last year.

CHRISTIAN COUNTY.—We learn from Mr. W. F. Gorrell, County Superintendent of Christian county, that a normal institute will be held in that county, beginning July 31st and continuing six weeks.

LINCOLN.—The first anniversary of the Lincoln public schools occurred June 16th. The pupils sustained themselves well in the examinations, and at Gillett's Hall in the afternoon and evening. The speaking by a large number of the pupils was admirable, noted for distinct enunciation, correct pronunciation, and deliberate utterance. This desirable acquisition is the result of the thorough course in phonic analysis introduced into the Lincoln school during the past winter. Every grade, from the first to the eleventh, is able to repeat the forty-four sounds of our language, and to spell readily by sound any ordinary word. No trouble has been met with in the lowest primary grade; in fact, the little child of six has learned the elementary sounds more readily than the young lady of sixteen. The Board of Inspectors have unanimously indorsed the supervision of their schools, by reëlecting the old teachers, and nearly all of them have accepted the appointment. A course of study in reading, writing, spelling, arithmetic, geography, grammar, phonic analysis, physical exercises, light gymnastics, calisthenics, drawing, and an elementary course of object lessons, for the eleven grades in the Lincoln school, has been prepared, and the teachers have manifested commendable zeal in carrying the system into practice. The Board of Inspectors have promised to secure a piano for the high-school department, under Miss Reed, and the new building, yard, walks, etc., will be thoroughly completed by the first of September next. It is proper to state that this is one of the best and most convenient school-buildings in Illinois, being 98 feet long by 68 wide, three stories high, with mansard roof, basement rooms for the janitor, and seats for 700 pupils. It cost but \$42,000. Whole number of pupils enrolled, 1,157; per cent. of attendance, 91.1; punctuality, 97.4. No compulsory rule. W.

NORMAL.—The annual exercises of our State Normal University took place the last week in June. On Wednesday afternoon the alumni held their annual business meeting, and in the evening listened to an address by Hon. Peter Harper, of Louisiana, a graduate of 1860. The commencement exercises were held on the following day, in the large hall of the university, which was crowded long before the time for beginning. The class of 1871 numbered 22—10 ladies and 12 gentlemen. The orations and essays are highly spoken of, and many of them are said to have been considerably above the average of such productions. In the evening the graduates held their usual reception.... At the meeting of the Board of Education, Hon. S. W. Moulton was unanimously reëlected President, an office which he has held for twelve years in succession.... The teachers of the state will bear in mind the Teachers' Institute to be held at Normal in August, beginning on the seventh of that month. These institutes have been the means of doing much good, and we hope that teachers will show their appreciation of them by a full attendance.

POSTPONEMENT.—The following note will explain itself.

BELLEVILLE, ILL., *July 17th. 1871.*

E. W. COY, Editor Ill. Teacher.

Dear Sir: At the annual meeting of the Southern-Illinois Educational Association at Anna, last August, it was decided to hold the next meeting, at Carbondale, at the time of the opening of the Southern-Illinois Normal University, or the week preceding the last week in August. As the Southern Normal will not be completed this year, and as the National Educational Association will be held in St. Louis the week preceding the last week in August, the members of the Executive Committee and other members of the Association concur with me in believing it is best, under the circumstances, to postpone the meeting for the present. You will, therefore, please give notice that the meeting has been postponed, to be held at such time as the Executive Committee may select.

Very respectfully yours,

JAMES P. SLADE, Pres. Southern-Ill. Ed. Asso'n.

ROCKFORD.—Mr. Henry Freeman, Principal of the East-Rockford school, received recently a very flattering and substantial token of the esteem in which he is held by his pupils. At the conclusion of the social of the alumni of his school, held at his residence at the close of the term, the following note was presented to him by a member of the alumni: "MR. AND MRS. FREEMAN: As the shadow to the substance, so is this feeble testimony to the reality. May you ever be as happy to bid 'the children' come as they are to come." Accompanying the note was a roll of greenbacks amounting to about \$60.00.

SOUTHERN-ILLINOIS NORMAL.—We see it stated that the contract for finishing the Southern-Illinois Normal University at Carbondale has been let to parties from Cairo for \$112,500. This amount, with the previous expenditure, will make the building when completed cost a little more than \$230,000.

SPRINGFIELD.—The exercises of the graduating class of the High School were held in the Third Presbyterian Church, on Thursday evening of the last week in June. A large audience was in attendance, the church, one of the largest in the city, being crowded to overflowing. The exercises were varied with music, both vocal and instrumental, and are said to have been interesting throughout and to have reflected great credit on both teachers and scholars. The graduating class numbered ten — eight young ladies and two young gentlemen. The earlier part of the week was taken up with public examinations of the schools of the city, both the ward schools and the high school. These called out many visitors, and were very satisfactory to all concerned. An examination, continued through three days, was also held for admission to the High School, at which there were one hundred and fifty applicants. A reunion of the parents of the pupils and the teachers of the city schools, at the High-School hall, on Friday evening, closed the exercises of the week. The people of Springfield seem to appreciate their teachers and to be proud of their schools, a state of feeling which contributes much toward harmony and success.

FROM ABROAD.

CLEVELAND.—We have just received the report of the Cleveland schools for 1869-'70. The plan of district supervision of the schools of the city has been adopted, upon the recommendation of Mr. Rickoff, and it seems to have worked very successfully. Only three male principals are employed outside of the high schools, though the number of pupils in attendance upon the schools is over 12,000. In reference to the success of the lady teachers who have had charge of the higher classes, the report says: "It was expected that ladies, who had been accustomed to teach only the lower classes, would, in the first year of their trial in preparing boys and girls for the high schools, fail to produce so good results as had previously been obtained by gentlemen who had had many years' experience in that kind of work; but the fact was, we were enabled to advance the standard required for admission to the high schools, and yet the percentage of failures was less than at any previous examination within my knowledge." By the plan adopted and carried farther, we should judge, in Cleveland than in most other places, the cost of instruction is materially reduced; and, if just as efficient work is done, it is certainly a step in advance in the management of schools in our larger cities. The system of marking recitation and deportment has been abandoned in both of the high schools. The reasons assigned are that it tends to divert the attention of the teacher from the essential work of the recitation, that it is unreliable as a test of scholarship, and that it is of very questionable value as a motive for exertion on the part of the pupil: reasons which we think it would not be easy to combat successfully. One of the most common complaints heard against our public schools is that they are injurious to the health and physical well-being of the children attending them; that their confinement in the school-room, the mental work which they are compelled to do, and the discipline to which they are subjected, result in mental and physical weakness, and plant the seeds of all manner of diseases. Mr. Rickoff's remarks upon this subject seem to us particularly good and to the point. After calling attention to the fact that in our late rebellion and in the French-and-Prussian war educated men exhibited greater power of endurance than the uneducated, and after speaking of the ill effects that arise from imperfectly-ventilated school-rooms, he says: "But, further still, would it not be well to inquire whether the school-rooms, the teachers, or the studies and exercises of a common-school course, are even mainly to blame for the headaches, the fevers, the mental and physical prostration, of the children who are some times withdrawn for fear of the evils of overstudy, and of abnormal mental excitement? Have bad habits of diet, unhealthy articles of food, insufficient clothing, instant transitions from overheated rooms to an atmosphere below the freezing point, injudicious domestic practice in case of slight attacks of disease, unhealthful mental and moral stimuli applied by thoughtless parents, evening parties, late hours, novel-reading, etc., etc.—have they all lost their influence upon school-children? In some of the cases of children taken from school on account of the evils to be apprehended from overtaxing the brain, the work of the schools is doubtless to blame, but not always, nor in a majority of cases. When they are to blame, there is often more serious blame lying at the door of the parents, who send their children to school when they ought to be under the physician's care." We have gathered from the report the following items that may be interesting. The whole number of pupils registered in the schools during the year is 12,275. The number of these under eleven years of age is 7,861. 29.5 per cent. were in attendance less than four months, and only 27.4 were in the schools throughout the year. According to our computation, the number in attendance upon the public, private and church schools of the city is equal to 90 per cent of the whole number of children in the city over six and

under sixteen years of age. The cost per scholar for instruction is \$14.54; the cost per scholar in the two high schools taken together is \$59.55.

INDIANA.—The closing exercises of the Indiana State Normal School at Terre Haute took place June 27th. An exercise which seems to have excited considerable interest was an examination of young children of the intermediate department in mental and moral science. A course of lessons upon this subject had been simplified and given to the children, and they are represented as having been very ready and intelligent in their answers to questions which were put to them. In the Normal School proper the subjects selected for essays were suggested by the studies which had been pursued, and were designed to show what the students had learned in the school.

IOWA.—The Iowa State Teachers' Association meets at Council Bluffs, the last three days of August. Compulsory education, the course of study and requirements for admission into high schools, the position of high schools in our educational system, and other interesting subjects, are to be presented and discussed. A movement has been set on foot for the establishment of a normal school in the northern part of the state. The citizens of Iowa Falls have subscribed \$55,000 to secure its location at that place, while Webster City promises \$75,000 as an inducement to locate there.

NEW GRENADA.—Gen. Salgar, now President of New Grenada, was formerly minister of his country at Washington. While in the United States he became impressed with the importance of public education in a republic. Since his election to the office of President he has been considering the subject anew, and has, we are credibly informed, already sent a commissioner to this country to examine into our public-school system, with a view to the introduction of some similar system into his own country.

OREGON.—We learn from Prof. A. J. Anderson, well known to many of the teachers in this state, that the Pacific University has enlarged its course of study by engrafting upon it a Normal course. Instruction in the Normal department has been placed in his charge in addition to that in the Academic department, which has been under his care for two years past. This is the first attempt at special instruction to teachers in the state. We wish our old-time friend the greatest success and are sure he will earn it.

PENNSYLVANIA.—A convention of county, city and borough superintendents of Pennsylvania was held at Harrisburg, on the 20th and 21st of June. Among the subjects discussed were, graded schools in rural districts; the cause and cure of truancy, absenteeism, and irregular attendance; local and county institutes; county normal schools and the county superintendent's relation thereto; and district superintendency. J. P. Wickersham, the State Superintendent, was present and presided over the deliberations, and Gov. Geary was introduced and made a brief address.

WISCONSIN.—Wisconsin proposes to open another normal school about the 1st of September, at Oshkosh. The President is G. S. Albee, late principal and superintendent at Racine. Mr. Albee was formerly at the head of the Peoria High School for a short time.

NORMAL-SCHOOL ITEMS.—The new *Rhode Island Normal School* is to open on Wednesday, Sept. 6th, 1871, with appropriate dedicatory exercises. The trustees have secured for the school the edifice formerly occupied by the High-Street Congregational Church, of Providence. The building is to be fitted up and furnished with all the modern improvements. The full course of study is to embrace two years. . . . The *California State Normal School*, which has been removed to San José, is to occupy a new building now in process of erection for its accommodation. . . . *New Hampshire* has recently organized a Normal School at Plymouth, with ample accommodations. . . . *Massachusetts* has appropriated \$60,000 for a new Normal School at Worcester.

NOTICES OF BOOKS AND PERIODICALS.

(³⁵) No work of this kind, so far as we are aware, has ever before been offered to the public. It is an attempt to arrange in the order of their dates the principal events in the history of the world. The volume contains over three hundred pages. The body of the work is divided into twelve periods, extending from the creation of man down to the year 1869. It contains a historical chart representing the rise, progress and fall of the principal states and empires of the world; a chronological index of rulers, and a biographical index of the more important persons mentioned in the work, with the corresponding dates. The book is filled with a mass of information arranged for convenient reference for students and literary men. It is, of course, easy to criticise a work of this kind, covering as it does so much ground and embracing so many items. We have observed a few unimportant errors in dates, and some faulty expressions; but the work, as a whole, is so well done that we are disposed to give it our commendation. It certainly would be a very valuable book of reference for any school library.

(³⁶) This is a work of two hundred and twenty pages, designed to accompany Mr. Tuckerman's *Sketch of American Literature*. The first feeling experienced upon opening this little volume is one of surprise that it has been possible to find two hundred and fifty American authors of sufficient merit to entitle them to be represented in a selection of choice specimens of our literature. The extracts are very short, and many of them from authors whose names we meet here for the first time. We are of the opinion that a better book might be made by omitting fully one-half of the authors quoted from, and giving longer extracts from the others.

(³⁷) This is the first of a collection of classic French plays specially designed for the use of students. The size and shape of the volume will recommend it, and the typography and the mechanical execution are all that could be desired. We commend it especially as an attempt to furnish students with a neat and cheap edition of such books as they may need. The notes aim to give such aid in interpreting the peculiar idioms of the author as the learner may require.

(³⁸) This is one of the few volumes of sermons that will be read by the laity. Mr. Collyer is always practical, sensible, earnest, and not unfrequently eloquent. One can almost detect the swing of the sledge-hammer and the ring of the anvil in some of his utterances. We are not well versed in theology, and do not know whether he is accounted quite orthodox in his creed; but, be that as it may, his discourses serve admirably as a sort of moral tonic for diseased human nature. We think one can hardly rise from reading this volume without feeling invigorated in the inner man. He would be likely ever afterward to feel a little meaner in doing a mean thing.

(³⁹) Few things arrest the attention and awaken the interest of children better than simple experiments in physical science. Eye and ear are ever open and quick to catch any information that comes through those sources. These books are designed to promote the study of the more simple and prominent facts of science in our common schools. This is especially true of the *Easy Experiments*. This little book embraces in the small compass of 85 pages 178 experiments arranged in groups, each group serving to illustrate some branch of physical science. The cost of the requisite apparatus is a mere trifle. A teacher could not do better than to spend an hour or two a week in giving these experiments to his school. We believe that nothing he could do would prove more interesting or more profitable. The other volume contains a fuller discussion of the facts and principles presented, and is intended for the higher grades of the grammar school, or as an

(³⁵) SYNCHRONOLOGY OF ANCIENT AND MODERN HISTORY. S. Hawes, Boston.

(³⁶) CHOICE SPECIMENS OF AMERICAN LITERATURE. By Prof. Benj. N. Martin. Sheldon & Co., New York.

(³⁷) LE CID: A Tragedy by P. Corneille. Edited by Edward S. Joynes. Leypoldt & Holt, New York.

(³⁸) THE LIFE THAT NOW IS. By Robert Collyer. Horace B. Fuller, publisher, Boston.

(³⁹) ELEMENTS OF NATURAL PHILOSOPHY FOR COMMON AND HIGH SCHOOLS. By LeRoy C. Cooley. Chas. Scribner & Co., New York. EASY EXPERIMENTS IN PHYSICAL SCIENCE. By the same.

elementary work for the high school. The style of both books is simple and interesting, the explanations clear, and the page attractive.

(40) CONDENSATION is the order of the day. He who succeeds in compressing a subject into the smallest possible compass is, in the opinion of many, the greatest educational benefactor. Hence we have history, science, language, and the rest, served up to us in such meagre, attenuated, homœopathic doses that we can swallow them without ever knowing it. But there are very few things which possess such a persistent vitality that the life may not be squeezed out of them. The little book before us is a case in point. Here we have Latin Grammar, including orthography, etymology, syntax, and prosody, all compressed into less than eighty pages; the syntax occupying but thirteen pages. We think this is very lean, even for a skeleton.

(40) A LATIN GRAMMAR FOR BEGINNERS. By William Henry Waddell, Professor of Ancient Languages in the University of Georgia. Harper & Brothers, New York.

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ILLINOIS TEACHER.

VOLUME XVII.

SEPTEMBER, 1871.

NUMBER 9.

ON MATHEMATICAL TEACHING IN OUR SCHOOLS.

BY TRUMAN HENRY SAFFORD,
Director of the Dearborn Observatory, Chicago.

III.

THE present paper will contain additions to my previous two, to make them a little more complete: taking up certain subjects as nearly as possible in their proper sequence.

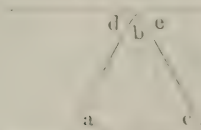
Method of teaching geometry in the grammar school.—It should be an objective, elementary, practical method. The scholar should first see the figure, should then for *himself* find out its qualities under the teacher's lead, should then find out the demonstration; the teacher should draw the figure on the board or request some scholar to draw it, should cause the class to analyze it, and to make the demonstration. At home the members of the class draw the figures with care, and write out brief demonstrations; often it will be well for them to cut the figures out of paper; in class the next day they review the previous day's work, and repeat it in good language; and at home practically apply what they have learned in written solutions of arithmetical questions relating to the figures and demonstrations.

During the first year of this process the study of geometrical form should predominate.

Mensuration.—I am very much inclined to change my previous grammar-school scheme by requiring mensuration as usually given in books of practical arithmetic to be incorporated with geometry.

Character of grammar-school demonstrations.—I use this last word, as I have no better one to express the meaning. The elementary demonstrations should bear the same relation to Euclid's that those of

good practical arithmetics do to those which ought to be found in elementary algebra. They should, however, be so written out that the scholars can gradually learn algebraic notation through geometry.



$$a = e$$

$$c = d$$

$$a + b + c = d + b + e = 2R$$

(R being an abbreviation for right angle.)

It is much easier for the scholar to learn in this way that a letter signifies a quantity than in the usual way. The phraseology should be the pupil's own, not Euclid's or Legendre's; he can learn in this way (by slow degrees, of course) to express himself with precision; and thus gain a training in language of great value.

Matters to be transferred from practical arithmetic.—Square Measure, Cubic Measure, Angular Measure, to Geometry; Longitude and Time, to Geography; many applications of Percentage, Partial Payments (except U.S. rule), Equation of Payments, Alligation, to high-school course; Cube Root, and Arithmetical and Geometrical Progressions, to Algebra. In other words, much of what is ordinarily called practical arithmetic is neither practical nor easy, and should go over to algebra. Much of it can not be understood without geometry; and the more difficult commercial calculations, however practical, require algebra for their intelligent treatment, and but few need to use them. Our books upon arithmetic are a collection of all sorts of subjects, ungraded, and out of their proper connection; and for this reason it is very difficult to teach them properly in the lower classes; in the higher they take the place of a more scientific treatment and should be replaced by that; and only when this is done can they be well taught.

The college requirements for admission.—Our colleges are of all kinds: Harvard and Yale are true universities, with the upper classes of secondary schools attached; the University of Michigan is an admirable secondary school, with some departments of a university, and will doubtless become in a few years a real university; Cornell is also aiming at the same position, with good prospect of reaching it.

Next below universities come colleges, which are mainly secondary schools. We have some two hundred such institutions in the United States; and those which, not possessing the means to become universities, are most thoroughly devoted to their legitimate problem will be the most successful in their work. A good college, with a faculty of ten, and no more pupils than the ten can properly teach, can be a most admirable school, and can prepare men for a real univer-

sity better than most high schools; and that should be the aim of such an institution. Of course, many colleges have the prospective means of becoming universities; but America can not support more than one such institution, on the average, to a state, for many years to come. Nor for the purposes of such teaching is a strict university organization necessary: witness Paris, which has no so-called university, yet is the centre of scientific teaching for France. The requirements in mathematics for the successful entrance upon a career of practical science are simply thorough work in the advanced high-school course indicated on pp. 301–302, with especial regard to the elements and to practical application; and the work mentioned on page 302 is dispensed with in Germany as a necessity, though portions of it are done in some of the gymnasia. The justification of our *colleges* lies mostly in their classics; the high schools can and will—as they have done to the gymnasia in Germany—beat them in mathematics. Both classes of schools must, however, pay more attention to mathematics and *mathematical* physics in their last years.

The preparation of high-school teachers in mathematics.—This ought to include, for the best positions, some work in a place or institution where science is promoted; some knowledge of the means, not merely of diffusing it, but of advancing it; some contact with natural laws in their technical scientific form. Our colleges, as I have before hinted, lead away from mathematical physics in their higher years rather than toward it; and this seems to me a direct consequence of two things—want of a habit of observation among the school-boys who enter the preparatory course, and of its cultivation through the course; and the dead, traditional way of teaching mathematics.

The concentration between arithmetic and geometry in the high-school course.—This is what I rely upon to justify practically placing geometry where I do: it will be seen from a previous remark that algebraic notation should, as I think, be taught through geometry.

Mensuration, especially the equivalence of areas, bears directly on algebraic multiplication and division as a concrete form of the same idea, and should precede it. Proportion in geometry should come before algebraic proportion. Regular polygons should precede quadratics; the use of logarithms in extracting roots and that of natural sines should be much practiced before the pupil learns logarithmic sines. In the usual method of proceeding, algebra, the abstract, precedes geometry, the concrete, and a great deal of it comes before its want is felt.

I will conclude this paper by a scheme of a grammar-school course in

arithmetic and geometry, of three years; assuming as a starting-point knowledge of and ability to apply the four ground rules in arithmetic and rudimentary ideas about different weights and measures, and U.S. money; in geometry, the ideas derived from object-lessons of the character now becoming common.

YEAR.	ARITHMETIC.	GEOMETRY.
I.	{ Review of previous work. United States Money. Vulgar Fractions.	{ Elements of Geometrical Form. Lines, angles, triangles, quadrilaterals, polygons, circles.
II.	{ Compound Numbers. Decimal Fractions. Rule of Three.	{ Parallel lines and their relations with other lines. Angles of triangles and other figures. Congruence of triangles; parallelograms.
III.	{ Percentage and its applications. Squares and Square Roots. Cubes of numbers.	{ Elementary theorems about the Circle. Equality of Areas. Measure of Areas; elementary measure of Solids.

W I L L I E .

BY MISS S. C. UNDERHILL.

A rosy-faced blue-eyed urchin of this name made his appearance in school the day after he was six years old. His stepmother's son, a little his senior, informed me that "mother was sick, and he just comes to school to-day; he is n't coming any more"; and he, on being invited to come and learn a lesson, refused, saying "I did n't come to school." But he was of school age, and I thought it not wrong to spend a few minutes in trying to win him: so, calling the tyro class at the usual time, I sent two other little Willies to his seat to bring him, as I had a funny-box with blocks in it that I wanted him to see (here I emptied them into my apron), and see if he and Kittie could put all the blocks into the box. He was amused to see the tyros work with the blocks, soon forgot his shyness, and was as free to talk and laugh as we. We examined pictures, read, talked, spelled, wrote, reviewed, reading a lesson about 'An old ox'. When Willie said the picture was 'an ox,' he was told to drive him out, as we did not want an ox in school. This set the little fellow to thinking; and, though Kittie told that it was a 'picture ox', before he could put his thoughts into words, we could not get him to 'catch' a picture bird nor 'drive out' a picture pig. He could interest us with his knowledge of the ox

and his various services to us. He was interested in the picture, in the word spoken, in its sounds, in the word written, and finally in its parts.

O is a letter easily spoken, easily written; yes, any little Willie, or Mary either, can make O, by simply touching together the ends of the thumb and first finger: a round mark, a round sound, O. Willie made it with his fingers, and looked up and laughed with an overflow of delight. Then he made x by placing his first fingers across; and made the two on a slate, and made them over and over again, that his marks might match the symmetry of those in his mind and the copy under the 'picture ox', until he became weary and fell asleep, with his little dirty face resting among the pictures.

On awakening, he was sent out with the tyros to play, and became well acquainted with children of his own age — not a small pleasure to a child. Coming in while the school had recess, he learned b and made 'box', and learned f and made 'fox'. In the afternoon he reviewed, finding 'ox', 'box', and 'fox', in different places in the book — finding the several letters in different places. He also learned 'y', and added 'boy' to his list of words. At evening he said "he liked school and would come"; and he did come.

After a faithful review, he learned 'a', and amused us with his knowledge of the 'ax'. He did n't try to 'pick up' the picture ax, either, but distinguished readily. In finding o in many different places, he covered the dot and loop of g, and said "there is o." The whole letter was examined, made on a slate, magnified, named; and 'go' was added to his list of words. Soon i made 'a big boy.'

A few days later, d made a 'dog' and 'a bad fox'; r with its dot at the side made 'a bird'; p made 'pig', and t made 'a fat pig'; u furnished a 'tub'; e, an 'egg'; n, 'an egg'; and w, 'a new tub'.

Progress at first is little and by small additions; but, as at each step of elevation we see over a wider range, so the child, having mastered one lesson, is ready for something new, something harder. S under the picture sun called out his knowledge of day, and added 'days' and 'suns' to his conquests, and made 'eggs', 'birds', 'boys', 'dogs', 'foxes', and 'pigs'.

I will not pursue his progress further. Though perhaps not above the average, Willie is a smart boy, and is fast learning to read, write, and spell. We have no charts in our school, and Willie only has a little book. He has gone through it — with his thumb. Can we hope that its leaving-out will not check his advancement?

NOTES, LEXICOGRAPHIC AND LITERARY.—VIII.

 BY DR. SAMUEL WILLARD.

For this month there is continued the notes on recent slang and Americanisms. So great is the interchange of printed matter now that it is not easy to say some times whether a bit of slang is of English or American origin: we may find in Charles Reade or Mrs. Wood a phrase which we had supposed native to the West; and yet, presuming the novelist to use such language only as he has heard from people of the island, we can not be sure whether the slang is native there or here. A large share of the provincialisms of this country have been transplanted from England, with slight variation or none from English usage. Nor shall we always find in the dialectic vocabularies of the old country expressions which are in use there, and yet are accounted Americanisms because here they have got into print. All western and southern people are familiar with the word *heap* signifying 'a great many', or 'much'; and one may look into many English vocabularies before he finds it to have a home across the water; but in Wilkie Collins's *Moonstone* (p 12, Harpers' Edit.) we read "I have read a heap of books." *Fix*, meaning as Bartlett says "a condition, predicament, dilemma," has been represented as specially American. But I find it in *The Kangaroo Hunters*, an English juvenile story (pp. 159, 160); in De Quincey's *Philosophical Writers*, vol. i, pp. 16, 30; and in the *New Dictionary of Quotations* (Lippincott's Edit. 1860, p. 378); also in De Quincey's *Essays on the Poets* (p. 253), where he says of one "that he is in an almighty fix." I suspect that here he was consciously borrowing an American expression. If it is to be found in such books, surely it is no stranger to the tongues of the people. From all my reading I had supposed *sun-bonnet* to be an Americanism, and the thing itself to be peculiar to this country; but in chapters ii and iii of Anthony Trollope's *Small House at Allington*, (*Harpers' Mag.* xxv, pp. 697, 699, 700) we find the word, and in its illustrations a picture of the thing, as familiar as our own hats. The thing and the word are English, after all. Hence one needs to be very careful in making statements as to the origin and currency of words and phrases.

58. To Go BACK ON, meaning to prove false to; to withdraw or fail to fulfill promises, express or implied; to recede from an opinion or position. Common in 1868 and later. One of my pupils in recitation

told me that "Appius Claudius went back on the plebeians." "It is no new thing for the *Chicago T*—to go back on itself," *i.e.*, to withdraw from or oppose its former opinions or measures. (*Ch. Post*, Nov. 2, '70.) So in this extract from *Old and New*, II, 469: "Well, Joe," said he, "you told us this morning she [a girl courted by the two interlocutors] was going back on one us; and you was partially right." "How partially," says I, "how partially?" "Because, Joe," says he, "she's gone back on both: she's run off with that Hobbs." I have never heard it used to mean simply to deceive: it always implies treachery, or a betrayal of confidence.

59. TO CRACK ON.—To hurry or expedite with great rapidity and energy any business. Primarily, to hasten in driving; to lay on the whip; next used for other forms of locomotion. "A skipper who cracked on, day and night, to Hawaii."—E. E. HALE, chap. vi of *Ten times One is Ten*.

60. TO HUMPH IT.—To run off rapidly; to escape. Western. Since 1850; perhaps earlier. A rabbit or larger animal running from one throws up the rump so that he seems to raise a hump on his back by the movement: hence the phrase.

61. TO DUST.—To raise a dust: hence, to go, to travel rapidly, to run away. "Then the noble bovines cut sticks, and arose, and dusted."—*Ch. Post*, Nov. 9, 1870.

62. BOROUS.—Tedious: like a bore. "It's borous, any way: . . . Such long borous letters."—Mrs. STOWE, *Pink and White Tyranny*, ch. iv. I first heard this in 1858; I first saw it in print in 1870.

63. GILT-EDGE.—Of best quality: superfine. Commercial and social slang. I have heard a man's notes depreciated by a bank officer with the words "They're not gilt-edge." I first heard this in 1870. Generally it implies a certain choiceness, or fineness.

64. SHARP.—Exactly. Implying great precision. I have heard it only in such phrases as this: "At seven o'clock, sharp." In 1866, and frequently since.

65. STOVEPIPE, or STOVEPIPE HAT.—A high-crowned hat with stiff frame. "A new repugnance to stovepipe hats and kid gloves, and a leaning toward soft felts with redundant brims."—*Old and New*, II, 757. Since 1860?

66. BUMMER.—A word that originated in the war of the secession, about 1864. It seems to have obtained currency first in the army of

the Tennessee; and it became specially notable when that army was under Gen. Sherman and made its famous 'March to the Sea'. It denoted the marauding hangers-on of the army, who were not soldiers, nor ever had been, and who had no recognized relation to it but that they found their pleasure and profit in going with it. They were more feared than the soldiers, as their irresponsible exactions were more unsparing than the foraging of the troops under orders. Such fellows accompany every army: one is reminded of 'Sherman's bummers' when he reads in James's *History of Chivalry and The Crusaders* or Scott's *Talisman* of the Thafurs who were more feared by the Saracens than were the regular crusading hosts, because they were believed to be cannibals, and rejoiced in the reputation.

The origin of the word *bummer* is uncertain: quite probably it is from *bun*, to make a noise; hence, the noisy fellows.

PUBLIC SCHOOLS AND PRIVATE EFFORT.

BY JAMES H. BLODGETT.

WE are in a transition state. Hon. W. H. Seward put public opinion under the simile of a pendulum swinging far to one extreme, then inevitably swinging back over the same course. The swinging of opinion on educational topics is of especial interest at the present time. A few years ago a very strong feeling existed among many of our educational men against collegiate education, and many of our public schools had courses of study marked out, not only omitting the languages, as might be necessary under local circumstances, but with claims of special excellence by reason of that omission. Now collegiate education is in high esteem again, and the problem is how to fit students to enter such institutions as Harvard or Amherst. The religious denominations are very zealous to establish schools under their exclusive control as preparatory schools, and on the other hand the claim is made that the public school is ready to do all that preparatory work in a much better manner than other schools can possibly do it.

There has been no time in the past history of education in our country when the opportunity for harmony between all the interests of educational men—public, private, denominational, or undenominational—was so promising as the present. Men from the university with its

special courses, the rigid classical men of the colleges, the specialists of the normal schools, and the miscellaneous laborers of the public schools, high and elementary, meet most harmoniously to consult about work common to them all, and to plan for simplification of their labor and to diminish the waste of forces. This has been a marked feature of the educational meetings held in the month of July in Illinois and elsewhere.

It is also true that, while harmony seems so general, there are especial dangers for thoughtful men to recognize and expect. With the strong reaction in favor of collegiate education is a sudden discovery of the inadequacy of present preparatory schools. Just here is one danger of estrangement and difference between some who expect the public school to cover all the ground and some who find themselves unable to secure such preparation for their sons as they desire in the public school. Each generalizes his own circumstances, and colors the description of the system by the state of things in the one school most under his observation. Half a dozen high schools in Illinois are ready to fit pupils for the standard colleges, and some of these rigidly exclude all pupils not resident in the corporation that supports them. The enthusiast for the public high school is apt to lose sight of the fact that all that has yet been done opens opportunity for very few to be fitted for college, and leaves a vast part of the population with no provision for collegiate preparation of its sons. On the other hand, good people, favoring collegiate education and observing the dearth of preparatory schools, at once turn to private effort or denominational support as the only means of securing that preparation. Each extremist needs to recognize that there is merit in the plan of the other, and to estimate calmly local situation before deciding what mode of work shall be best.

It will frequently occur that the parties who wish classical culture can easily secure it, by a tithe of the effort or expense of a separate school, by combining their power and means with the public school near them. That seems the first and best direction for effort. The cause of popular education needs the sympathy and support of all classes. And, even if a separate teacher at special cost of the classical pupils should some times be necessary, the identification of this class of patrons with the school would strengthen it, while the special cost of the classics to those pursuing them would be far less than the cost of securing the same instruction in separate schools, especially where the pupil must go from those home influences that should be around him in boyhood. But what shall be done where only a single pupil can be found at a

time for a class, or where he is excluded from a school in sight of his home by the rigid rules as to residence so often insisted upon in the larger places? What shall be done in those communities where the friends of classical education find themselves, after all judicious effort, utterly unable to secure its recognition in the course of study? They must be allowed to plan for some opportunity for such training outside the public schools, without being stigmatized as hostile to public schools.

There are serious questions connected with the administration of our public schools, as well as of our public affairs in general, in which it is unfortunate to raise any party hue and cry. Many an ardent public-school man in a small place would aid in the establishment of a school on other basis that would meet some special want that it would be inconvenient or injudicious to provide for in the school near him. The public schools work with the masses, and special needs will require special provision, to be met by private enterprise, for many a year to come.

The friends of college and special courses, of public schools and of denominational schools, were never so near perfect harmony before, and were never before where it was so important to be temperate in discussion and free from impeachment of motive in those who hesitate to adopt one's favorite view. Misunderstandings and estrangements are multiplied, as well as harmonies and agreements, when different interests approach each other. An illustration of the unexpected direction reforms may take appears in an incident given me by a gentleman who listened to the discussion on Compulsory Education at Rockford. Michigan has recently enacted a compulsory law, and this gentleman had just been in a town there where a cruel or injudicious teacher had been careless or unfortunate enough to strike a child that had already lost the use of one eye, with a stick, so as, temporarily at least, to destroy the use of the other. The people were greatly excited, and feeling compelled by the law to send to school, and unwilling to send to the teacher put there by school authority, were loudly advocating private schools. My informant had therefore summed up that a compulsory law would be a great aid to private schools, especially where that would be the only relief from mismanagement of the public school.

A quarter of a century ago there was not a public high school in Illinois; and it is too soon altogether to assume that the schools claiming that name can do all the work, unaided by forces longer in use, faulty and open to criticism as some of these may be in their modes of operation.

RELATIVE TIME TO BE GIVEN TO THE VARIOUS BRANCHES
TAUGHT IN OUR GRADED SCHOOLS, IN THE GRADES BELOW
THE HIGH SCHOOL.

BY S. H. WHITE.

WITH the ideal of a complete manhood to be reached, with the childish mind as the material to be developed, and with the whole outside world and the truths of reason as his material for use, the teacher sets about planning his work. When he seeks to know the nature of mind, he finds that it is progressive in its growth, and that there are times when its activity is manifested more especially in certain directions. Perceiving this, he will accept these natural manifestations as indications of the plan he is to follow. As the healthy physical system will tell by its cravings what things are most needed to supply its wants, so with the mental. Then, as we unquestioningly supply the felt wants of the body, so should we accept the guidance of the mental appetites. To know what these appetites are is a condition precedent to mapping out a course which shall supply them.

That mental trait which is prominent above all others in childhood, and which is conspicuous even in mature years, is curiosity—an eager desire to know the unknown. In childhood it is satisfied with knowing simply the facts learned through the senses. These facts memory stores away for future use. Next, this curiosity manifests itself in comparing facts, and through these comparisons judgments are reached. Through these judgments new truths are discovered, science is built up, knowledge is advanced, and mind is developed.

The cause of these things is next sought out, and the mind is led to the unknown, to a great First Cause lying behind all and directing all. Other truths, not of sense, appear to the mind, and it advances into the fields of pure reason.

These are the steps, imperfectly outlined, by which the mind passes through different stages in its growth. They are stations which indicate the route to be followed by the teacher in his work.

Of the greater value of one over the other it would be folly to speak. As well might we cut off one of the members of the physical body, or destroy one of the senses, and try to throw its work upon another, as to leave out cultivation of one of the mental faculties in the work of education. To him who would mount to the top of a ladder it matters not whether the fifth or the fiftieth round is gone, each will alike stop his progress. Without the primary truths of sensation, the first step could not be taken; without the memory, we should continually be

taking the first step; without comparison, the memory would be a storehouse of useless lumber continually accumulating; without the judgment and the reason, man would be shorn of the highest attribute of his nature. It is a sad mistake to presume that, because man is elevated above all other animals by the gift of reason, the first and only work in his education is to cultivate his reasoning faculties.

The philosophical course, then, in laying out a plan of instruction is to so arrange it that curiosity shall be judiciously and mainly exercised at the start, and never be overlooked; that the facts presented shall be so systematized that they can be easily remembered and readily recalled; that as they are gathered they shall be used in making obvious comparisons, and reaching judgments, simple at first, but growing more difficult as the course proceeds, and merging at last into classification and generalization; and that finally the truths of pure reason as such shall be taught. But instruction in the last would more properly come as late as the high school. The problem, then, is to adapt the instruction to be given, in kind and amount, to the different conditions of the intellect.

For our present purpose we will make three divisions of the work which the human mind can do: to deal with things in the abstract, to deal with things in the concrete, and to convey its thoughts and emotions to another. These divisions suggest the division of subjects of study into those of pure thought, the empirical sciences, and language.

Of the first, only one, mathematics, can properly be brought within the range of this discussion, and of that only the divisions Arithmetic, Algebra, and Geometry.

Of the second, no one need by reason of its character be excluded from the course under consideration. The most troublesome question is what to select.

Concerning the last division, there can be no doubt that it should be the subject of continued attention in both its forms, spoken and written.

Inasmuch as the first idea of number is gained by means of objects, as the empirical sciences are built upon objects, and the first words are used in connection with objects, it is philosophical to base all elementary instruction upon the objective idea. On the supposition that children enter school at six years of age, this method need not long be continued in the study of arithmetic. So in reading. The study of the sciences can not be well conducted at any stage without continual reference to objects.

With children not ten years of age the prominent characteristic of mind is acquisition of facts gained through the senses; a desire to experience some new sensation. Accompanying this, there is a corre-

sponding readiness of memory. This suggests that any instruction that will furnish new facts in such a way as to impress them upon the memory will discipline the proper powers of mind; and the more these facts will be used in future life, the more valuable will be the knowledge gained. Considering this feature of mind, I have allowed one third of the time spent in school up to the age of ten years for the exercise and cultivation of the perceptive faculties in gaining ideas which may be considered as belonging to all departments of knowledge and which every intelligent person must know. The character of the instruction is indicated by the oral teaching prescribed in the courses of study in use in most of our schools. I have assigned two ninths of the time to the study of numbers, including only that knowledge of them which involves chiefly an exercise of perception and memory — as, the tables, easy combinations, and practical familiarity with the simple rules. The remaining four ninths of the time has been given to language, allowing one half of it to reading and singing, and the other half to spelling, writing, and drawing. The prominent use of these is expression; and as this, like a man's manner of walking, is a matter of habit, and as habits are formed during these years, the importance of the subject seems to demand as much time as has been assigned to it.

If we should take account of the child's knowledge when he is ten years of age, he would probably be familiar with that part of arithmetic which is mechanical in character and gained chiefly through the memory: I mean the tables and their combinations. He would also be familiar with the correct enunciation of the sounds of oral speech, the proper pronunciation and intelligent use of the words he uses; be able to spell the same words, to write a legible hand; and would have accumulated quite a store of knowledge of a general character, for use as his reasoning faculties become more prominent.

His mental condition is such that he is prepared to use the facts he has gained in making comparisons, reaching judgments, and in making simple classifications. The time which has previously been given to the accumulation of general facts may now be occupied in more systematic study. Of the studies which exercise the faculties just named and continue the habit of close observation, geography is the first selected, by reason of the usefulness of its facts, and its exercise of the faculty imagination, which now begins to be more active. Another similar study, but superior to geography in the closeness of observation and keenness of discrimination it requires, is botany. To these two studies I have given for the next two years the time heretofore used in general instruction.

In arithmetic the pupil is prepared to commence the study of the formal part, which deals with conditions rather than combinations, which reaches results from data given. The time which has been previously given to memorizing in this study may now be given to a discovery of principles and an application of previous knowledge. With this modification, the time given to instruction in this branch may remain unchanged.

The instruction in the studies of expression should continue to receive about the same time as before, save that the formal study of grammar should be commenced. The pupil is prepared to distinguish the noun in its common uses, and to discover and apply the rules for its inflection. This ability only requires a quick perception, accurate memory, and careful comparison in the application of a rule, all of which faculties are active in children of from ten to twelve years of age. Another reason for inserting this study here is that at the age named children begin to express more freely their thoughts by writing, and, for the sake of avoiding bad habits, they should be able to be, as far as possible, a rule to themselves. It is a very difficult thing for most persons to form correctly the plural number, the opposite genders, or the possessive case of nouns, simply because instruction upon these things was deferred long after bad habits were formed.

At the age of twelve years the child should be a correct speller of common words, possess such method of observation as to remember strange words, and should have fair ideas of form and correct use of the hand in drawing and writing, so that less time need be given to these branches. I have taken from them one half of the time heretofore allowed and given it to the study of mathematics, introducing geometry at this time. This study treats of an entirely different branch of mathematics from arithmetic — that of form. Its elementary ideas are new acquisitions in knowledge; they open a new field for the exercise of the reasoning faculties, they are of practical value, and are easier of acquisition than some of the more advanced principles of arithmetic.

I have introduced physiology in stead of botany as an accompaniment of geography. It is fit that children should know something of the structure of their own bodies, the most wonderful of the Creator's works, and profitable that they should be familiar with the laws of health.

Between the ages of thirteen and fourteen the time given to singing may be lessened, and more time given to the study and practice of language, especially in written composition. History may profitably be used as a companion study to geography in stead of physiology.

Algebra may be taught in connection with arithmetic. This study differs from arithmetic in being universal in its character. It teaches to reason with general conditions in stead of special facts, and to reach general in stead of individual truths. Its simpler processes are of less difficult character than the operations of higher arithmetic, and afford a better mental discipline.

From the age of fourteen I have allowed to the studies reading, writing, spelling, drawing, singing and language two ninths of the time; to geography and history, one third; to natural history, one ninth; and to arithmetic, algebra and geometry, one third. The mental status is such at this age as to justify giving less attention to those studies that are largely mechanical in their character, and more time to those which call the thinking powers into exercise.

Supposing the pupil to enter the high school at sixteen years, the only change of the last year from the preceding is in the substitution of natural philosophy for natural history.

SYLLABUS OF COURSE OF INSTRUCTION.

		SIX TO TEN YEARS.	TEN TO TWELVE YEARS.
		TIME. STUDIES.	TIME. STUDIES.
Language	{	$\frac{2}{9}$ { Reading. Singing.	$\frac{2}{9}$ { Reading. Singing.
		$\frac{2}{9}$ { Writing. Drawing. Spelling.	$\frac{2}{9}$ { Writing. Drawing. Spelling.
Empirical Knowledge..	{	$\frac{3}{9}$ { General Knowledge.	$\frac{3}{9}$ { Geography. Botany.
Mathematics	{	$\frac{3}{9}$ { Numbers.	$\frac{2}{9}$ { Numbers.
		TWELVE TO THIRTEEN YEARS.	THIRTEEN TO FOURTEEN YEARS.
		TIME. STUDIES.	TIME. STUDIES.
Language	{	$\frac{2}{9}$ { Reading. Singing.	$\frac{2}{9}$ { Reading. Singing. Language.
		$\frac{1}{9}$ { Writing. Drawing. Spelling.	$\frac{1}{9}$ { Writing. Drawing. Spelling.
Empirical Knowledge..	{	$\frac{3}{9}$ { Geography. Physiology.	$\frac{3}{9}$ { Geography. History.
Mathematics	{	$\frac{3}{9}$ { Arithmetic. Geometry.	$\frac{3}{9}$ { Arithmetic. Algebra.
		FOURTEEN TO FIFTEEN YEARS.	FIFTEEN TO SIXTEEN YEARS.
		TIME. STUDIES.	TIME. STUDIES.
Language	{	$\frac{2}{9}$ { Language. Reading.	$\frac{2}{9}$ { Language. Reading.
		$\frac{1}{9}$ { Writing, etc	$\frac{1}{9}$ { Writing, etc.
Empirical Knowledge..	{	$\frac{3}{9}$ { Geography. History.	$\frac{3}{9}$ { Geography. History.
		$\frac{1}{9}$ { Natural History.	$\frac{1}{9}$ { Natural Philosophy.
Mathematics	{	$\frac{3}{9}$ { Arithmetic. Geometry.	$\frac{3}{9}$ { Arithmetic. Geometry.
		$\frac{1}{9}$ { Algebra.	$\frac{1}{9}$ { Algebra.

Such is a brief outline of a course indicating the time when, considering the mental growth of the pupil, the different studies may be properly taken up and discontinued. By a condensed view, it will be seen that during the first four years the time is given to foundation work, to the culture of the faculties of perception and memory in acquiring and retaining facts which shall be of use in after years. This time is so divided that $\frac{2}{9}$ of it shall be given to reading and singing, $\frac{2}{9}$ to writing, drawing, and spelling, $\frac{3}{9}$ to lessons in elements of the empirical sciences, and $\frac{2}{9}$ to numbers.

For the next two years the apportionment of time remains the same, save that the portion given to general knowledge is now given to geography and botany.

During the next year, half the time given to writing, drawing and spelling is given to mathematics, and geometry is introduced, and physiology takes the place of botany.

In the next year, the time given to reading and singing may be diminished and more attention given to instruction in language, especially in written composition. History may be used in place of physiology, and algebra in place of geometry.

For the following year the apportionment of time remains the same, save that the time previously given to writing, drawing and spelling is devoted to the study of natural history, and the three mathematical studies are taken together.

During the last year, natural philosophy takes the place of natural history. Otherwise, the studies remain the same.

REPORT ON EDUCATION IN CANADA.*

BY J. B. ROBERTS.

THE United Dominion of Canada comprises two provinces, called Ontario and Quebec,—more familiarly, Upper and Lower Canada. The populations of these two provinces are heterogeneous in manners, in religion, and even in language. The general affairs of the Dominion are managed by governors appointed by the Queen of England, and a parliament elected in part by the people. Each province, however, has its own legislature, capital, and lieutenant-governor, and administers its own private affairs. The two school systems are independent and quite diverse from each other. The head of the educational department of Upper

*A paper presented at the meeting of the Illinois State Teachers' Association at Decatur, December, 1870.

Canada is called the 'Chief Superintendent of Education', while his compeer of the Lower Province rejoices in the high-sounding title of 'Minister of Public Instruction', or, more properly, 'Ministre de l'Instruction Publique'.

In this paper I may give, apparently, undue prominence to Lower Canada. I am inclined to that course from the fact that its school system presents features which will be more novel to us, and for the still better reason, perhaps, that my opportunities for observation have been confined chiefly to that province. The school system of Canada, especially of Lower Canada, presents to us two very striking features, viz., centralization of authority, and subserviency to the church.

For the purpose of clear arrangement, I shall first present in outline the political machinery of the school code; second, its ecclesiastical complications; and third, I shall give an inside view of some of the schools as they appear to a visitor.

The head of the educational department in both provinces is appointed by the lieutenant-governor in council, and holds his position during life or the pleasure of the officer who appointed him. The office is designed to be a permanent one, and practically it is so.

A council of public instruction, consisting of twenty-one members, is also constituted by the lieutenant-governor. The governor also appoints for the various counties 'boards of examiners' and local inspectors, whose combined functions correspond to those of our county superintendents. The school boards of the cities and towns are appointed, at least in part, by the same authority, as also are the instructors of the various normal and model schools,—the Minister of Instruction generally having the right of nomination.

Such announcements as the following appear, from time to time, in the official columns of the Journal of Education: "The Lieutenant-Governor, by an order in council dated the 12th ult., was pleased to accept the resignation of Sampson Paul Robbins, Esq., M.A., Ordinary Professor in the McGill Normal School, and at the same time to make the following appointments, namely:" etc., etc. "By an order in council, dated the 15th of June last, the Lieutenant-Governor was pleased to appoint Joseph A. McLoughlin, Esq., School Inspector for the District of Bedford. M. McLoughlin is to have charge of the schools of the counties of", etc., etc.

The Council of Public Instruction, of whom the Minister is *ex officio* a member, is charged with the duty (1) of making rules and regulations for the normal school or schools; (2) of making rules and regulations for the organization, government and discipline of common schools, and for the classification of teachers; (3) of prescribing books, maps, globes, and other apparatus, to be used, to the exclusion of all others, in academies, model and elementary schools; (4) of keeping a classified list of all teachers holding diplomas or certificates of qualification; (5) of revoking, for cause, any certificate, by whomsoever given.

The duties of the Minister of Instruction are chiefly of an executive character. He distributes the annual legislative grant for school purposes, receives reports from inspectors and commissioners, compiles statistics, decides questions of law and sees that the law is complied with within the limits of his jurisdiction, and gives official and substantial encouragement to the formation of libraries, museums, galleries of art, and other institutions designed for the general diffusion of knowledge.

County boards of examiners, appointed by the governor, hold quarterly examin-

ations and issue three grades of certificates — viz., for academies, for model schools, and for elementary schools; or, rather, they issue two classes for each of the three grades, making six in all. The manner in which this responsibility is disposed of may be inferred from the fact that out of 740 candidates who were examined in the year 1867, only 102 were rejected—that is, failed to receive a certificate of some grade. It is but fair, however, to say that only four out of the 740 received the highest grade. The Minister of Instruction, remarking upon the table from which these figures are taken, says: "A glance at it will show that some of the boards appear still to dispose a little too rapidly of the number of candidates who present themselves for examination"; which observation, as Sampson Brass would say, is "Excellent! extremely good indeed." Possibly, the fact that these boards of examiners receive no remuneration whatever for their services may in some degree account for their unseemly haste.

Inspectors' duties are such as might be inferred from their title. They are eyes for the Minister of Public Instruction, to whom they are required to report at least once in three months. They hold their office at the pleasure of the lieutenant-governor.

All clergymen, judges, justices, military officers, members of the legislature, and other high dignitaries, are recognized by law as authorized 'visitors' for all schools within the limits of their official jurisdiction.

In Upper Canada school affairs are administered on a somewhat more democratic basis. The Chief Superintendent, it is true, is chosen by the governor, and acts under his authority; but the local superintendents are chosen by local boards of trustees, who are themselves elected by the qualified voters of their district. The examining boards consist of the local superintendent and the trustees of the grammar school or schools of each county.

The common-school grant of Canada is derived chiefly from the income of certain crown lands appropriated to that purpose. It amounts annually to something near \$200,000 in Upper and over \$100,000 in Lower Canada. Lower Canada, however, enjoys the use of an income fund for superior education amounting annually to about \$70,000. It is distributed by the Minister of Instruction to universities, colleges, seminaries, academies, and high schools.

The history of this 'income fund' is worthy of a passing notice. It is well known to all students of history that religious zeal was the motive which led the early explorers and settlers of Canada to brave the dangers which so thickly beset their enterprise on every hand. They came not so much to find homes for themselves in the wilderness as to plant there the institutions of the 'Holy Catholic Church'. "Quebec had a seminary, a hospital, and a convent," says Parkman, "before it had a population."

The Society of the Jesuits was then at the zenith of its power in the old world. Intrepid and sagacious men, with the oaths of this society upon them, penetrated the forests of the New World and laid their seal upon all its garden spots. Such zeal was not suffered to go unrewarded. The King of France patented to them nearly a million acres of land, including the large and fertile island of Montreal and that rich tract extending fifty miles from Quebec down the left bank of the St. Lawrence River. These constitute the celebrated 'Jesuit Estates'.

In September, 1759, the very month and year in which 'Wolfe fell victorious'

on the Plains of Abraham, the Jesuits of Europe, in the expulsion of their order from Portugal, received a blow which resulted in its entire extinction before the close of the eighteenth century. The British Government, however, more tolerant than its Catholic neighbors on the continent, simply put the Jesuits of Canada in the way of ultimate extinction by forbidding any increase of their numbers. Their sole survivor, who died in the year 1800, enjoyed, in his own right, till the day of his death, all the income from these splendid estates, which then reverted to the crown. They now yield a perpetual fund for the promotion of superior education in Lower Canada.

As I have intimated above, the public school funds are distributed by the heads of the educational department upon the judicious plan of helping those who are willing to help themselves. The annual grant is made upon the express condition that the district or municipality receiving aid shall raise at least an equal amount by local assessment. In large cities the local assessment is now required to be three times the amount of each annual grant. It is frequently much more than the law requires, always at the option of each municipality. And yet, so far as I can learn, there is not a free school in all Lower Canada. In many cases the schools are maintained chiefly by monthly fees.

In Upper Canada about half the schools are absolutely free. The fees in the elementary schools are limited by law to 25 cents per month, but in schools of a higher grade they vary greatly.

The Minister of Instruction is allowed in special cases to make a grant in excess of the amount of local assessments. Accordingly, in his reports may be found tables of 'supplementary aid to poor municipalities', with such explanations as the following: "New and poor"—"Supports five schools"—"Has built a new school-house"—"New and poor settlement, and supports four schools"—"Population poor and sparse"—"Population not numerous and scattered"—"New municipality, which needs two houses to be built"—"To aid it to pay for a school-house, the assessment for its construction having been annulled by the court," etc., etc. These supplementary grants are, indeed, not munificent in amount, but they show a praiseworthy disposition on the part of the authorities to encourage the cause of education in those places where it would otherwise, perhaps, receive little attention.

The poverty and stupidity of the population in many parts of the Lower Province are difficult for us to fully appreciate. We may gain a hint of it, perhaps, from the consideration of the fact that many of the inhabitants still regard France as the mother country, and still cherish all their old traditions and habits with the superstitious reverence of a semi-barbarous people; and from the fact, also, that while it was a French province no printing-press was ever allowed to be brought into Canada.

The greatest obstacle, however, to a perfect school system in Canada is found in her hierarchal institutions. Lower Canada is Catholic by an immense majority. Perhaps in no part of Europe at the present day is the influence of Rome more evident than it is in the cities of Montreal and Quebec. Upper Canada is Protestant, but still all her social and educational institutions are swayed more or less by the same ecclesiastical influence.

As I have stated above, in Lower Canada educational affairs are managed by a

council of twenty-one members, together with the Minister of Instruction, all appointed by the lieutenant-governor of the province. Fourteen of this council must be Catholics and seven Protestants. This seeming inequality is somewhat modified by the privilege of acting as distinct bodies with independent jurisdiction. The Minister is *ex officio* a member of each committee or council, as the case may be, into which the body chooses to resolve itself; but he has a vote only in that section which is of his own religious faith.

No such thing as a purely secular school is any where recognized. The annual government grant is awarded to Catholic and Protestant schools in the ratio of their respective populations according to the last census, and that without reference to where the children attend school; and, singularly enough, perhaps, children of Catholics are found in Protestant schools, and vice versa.

The large cities have two boards of education, consisting of six members each, half of whom are appointed by the governor and the other half by their respective common councils. Each city ward has a Catholic and a Protestant assessor, who make out an assessment-roll in three panels. The first panel consists of real estate belonging exclusively to Catholics; 2d, of that belonging exclusively to Protestants; 3d, of that having a mixed ownership; 4th, of property belonging to religious or educational institutions, and not subject to tax. The assessment on the first panel, called the 'Roman Catholic school tax', is paid to the Catholic school board; that upon the second, called the 'Protestant school tax', is paid to the Protestant board; the third, called 'neutral school tax', is divided between the two boards in the ratio of the number of inhabitants whom they represent.

In the rural districts, the common schools rest upon a still more insecure and shifting basis. In the country municipalities directors—or commissioners, as they are termed—are elected by the rate-payers. They levy taxes, employ teachers, and maintain a school. But the school is either distinctively Protestant or distinctively Catholic, the majority ruling in this matter. The 'religious minority', however, may withdraw support from any established school and set up for itself, with the same rights, privileges and immunities, provided only it can present a roll of twenty children of school-going age. In this case, however, the school board of 'the majority' has the privilege of collecting all the rates and paying over to the minority its pro rata. In other respects the two corporations are as independent as though belonging to distinct municipalities.

It requires no great amount of mathematics to measure the weakening effects of such division of forces in communities where educational means are at best extremely limited. This is not all. The dissentient minority of a district or section of a district, if too feeble to maintain a school, may join a neighboring district, so that a whole county or region of country may become spread over by a double thickness of school-districts, having a complicated reticulation of independent boundaries. A citizen may be assessed with the majority or with the minority, as he chooses. This year he may go with one party and next year with the other; and, to complete the series of permutations, the following year he may cause his rates to be divided equally or unequally between the two. Any dissentient living in a district where a school of his own creed is not maintained may transfer his patronage to the nearest school that suits him, provided it is within three miles.

I have already stated that certificates are granted by boards of examiners. Of course, there must be two boards and two inspectors for every county or large dis-

trict. The predominance of the ecclesiastical element is, moreover, well illustrated in the fact that no candidate is admitted to examination without first submitting a certificate of character signed by the curé or minister of his own faith. But "every priest, minister, ecclesiastic, or person forming part of a religious community instituted for educational purposes, and every person of the female sex being a member of any religious community, is in every case exempt from examination." The law, however, graciously adds that "neither the possession of a certificate nor exemption from examination shall oblige the school trustees to employ a teacher who does not suit them."

The predominance of Catholic influence in school legislation is seen not only in their two-thirds representation in the Council of Public Instruction, but in the fact that where the law expressly says that certain responsible offices shall be divided in a "fair and equitable manner between the religious denominations," by its own interpretation it means that half of them shall be filled by Catholics, and the other half apportioned, as equally as may be, between Presbyterians, Episcopalians, Baptists, etc.

Upper Canada, though not quite free from ecclesiastical trammels, has taken a position far in advance of her elder sister. Her common schools are strictly non-denominational. There is, however, a provision in her school-law which allows Catholics or colored people to establish separate schools in certain contingencies, and the same privilege is extended to the Protestant population of a municipality where the common-school teacher happens to be a Catholic. There are only about 160 Roman Catholic separate schools, with an attendance of about 20,000, in the entire Province of Ontario. These constitute about one twentieth of the school-going population. No Protestant schools are reported, though between five and six hundred of the common-school teachers are Catholics. Apart from this yielding to the Roman Church (and this is perhaps a necessary compromise there), there is little in the school system of Upper Canada which is not worthy of admiration. It has one provision, at least, which I hope our legislature this winter will adopt, and that is a section authorizing township organization wherever, in the opinion of the people, it will be advantageous. Another commendable feature of the Upper Canada school system is that the public grant is apportioned to school sections according to the average attendance of pupils and length of time school is kept open.

The Normal School at Toronto is a noble institution, and the encouragement given to schools for the purchase of libraries and apparatus is all on a magnificent scale. Libraries and apparatus are furnished from the educational department substantially at one-half wholesale rates.

The credit for the comparatively honorable position in which Upper Canada stands in respect to education belongs, undoubtedly, to the present Chief Superintendent, Rev. E. Ryerson, who has occupied this position for the last twenty-six years. The opposition which Dr. Ryerson has had to meet, and the calumny which has been heaped upon him, may be inferred from the fact that his enemies have been influential enough to secure the insertion of a slur upon his character in so purely a didactic work as the *Encyclopædia Britannica*. Alluding to one of the leading popular educational institutions of Toronto, it says: "It owes its existence to the political influence of the chief superintendent of education, whose theories would suffer by the humbler but better plan of improving already-existing institutions."

Lower Canada might profit by the labors of a man with enterprise and influence enough to uproot some of her primitive educational institutions which have grown old without growing wise, and to fill their place with others, young, vigorous, and in keeping with the spirit of the age.

I find in the school economy of Canada, both Upper and Lower, one provision which I shall take the liberty of commending to the attention of our honored Superintendent. It is for the creation of a fund for the support of 'superannuated and worn-out teachers'. All teachers who wish to enjoy the benefits of this provision must pay into the fund annually, during the period of their active service, the sum of four dollars. The amount raised in this way is supplemented by a government grant. The pensions are distributed by the head of the department at the rate of so many dollars a year for each year of service: that is, when the annual ratio is \$2.50, which is about the average, the person who has taught ten years receives an annuity of twenty-five dollars, and so on. In the whole Dominion, at the present time, about four hundred and twenty-five enjoy the luxury of sharing with each other, in very unequal yearly installments, about \$11,000. For the special information of those interested in the woman question—as who knows what valuable use they may find for such statistics?—I will state that in the Upper Province, out of the list of 246 pensioners, but 12 are females; while in Lower Canada, as nearly as my imperfect knowledge of French proper names will allow me to guess, about one-half belong to the down-trodden sex.

Turning from the schools of Canada as they appear on paper, let us look at them a few moments with our own eyes, confining ourselves in general to the schools of Lower Canada, and, upon the presumption that the old saying, 'ex uno disce omnes', holds good here, in particular to those of Montreal.

Montreal claims a population of 135,000. We shall find here four Protestant public schools, with an aggregate attendance of less than two thousand pupils. The largest of these schools occupies a new building, which was completed about a year ago. The others have been private schools until within two years. All the pupils except the poorest, who are considered charity scholars, pay twenty-five cents a month for tuition. The new building, with accommodations for about 400 pupils, makes some pretense to architectural beauty. It represents their most advanced ideas in respect to school architecture. It contains two large school-rooms—one for boys and one for girls. Two hundred pupils are seated in each of these rooms, from which classes are passing every few minutes to the recitation-rooms and galleries, and then back again. The teacher in charge conducts recitations in the large room. The walls are wainscoted to a height of about four feet above the floor. Above the wainscoting appears the bare brick wall. About fifteen feet of blackboard appears behind the teacher's desk. The recitation-rooms have a proportionate quantity of this superfluity.

None of the pupils appear to be more than twelve or fourteen years of age, and not very intellectual at that, and yet they are studying algebra, Euclid, Latin, and nearly all the ologies, including, I was about to say, theology. Indeed, the idea of a purely secular school appears to be as far from the apprehension of Protestants as of Catholics. The jealousy between teachers of the different schools is often bitter. They never lose an opportunity to give each other a 'rap', as one of the principals said to me, with evident satisfaction at the contemplation of his own valor in such bouts. The same doughty champion of the Protestant faith did not refrain from boasting of his superior tact in occasionally bringing the blush to the cheeks of the twenty or more Catholic children who attended his school.

Between schools of the rival theologies a miniature Franco-Prussian war occasionally breaks out. In some of these large schools there exists, apparently, a chronic state of internal confusion, such as a fair disciplinarian in one of our American schools would scarcely tolerate in his room during recess. The first impression made upon the mind of an impartial observer is that of crudeness. The teachers are in most cases earnest enough, but their discipline is crude, their course of study is crude, and their mode of teaching is crude; and crudest of all is the material upon which they have to work. Judging from countenances and general appearance, one would say that the children of the wealthy, the refined and cultivated, are not found in the common schools.

Turning to the Catholic schools, we shall find things different, but by no means better. Here is a large and flourishing school kept by the 'Christian Brothers'. Let us enter and make observations.

Once within the stone wall which divides the street from a paved court, we stand in the presence of a long, low building, which is, we are assured, no one knows how many more than a hundred years old. At the first and second doors we are met by a 'parlezvous Français', and with some difficulty make known our errand, and receive directions to find the principal of the English department at the farther end of the building, which is intersected at intervals by passages and stairways. Having arrived at the entrance, we are courteously received by the master, a young man, with an unmistakable Irish brogue. He is dressed in a black stole, which hangs straight from shoulders to heels. The only other visible garment is a little skull cap. He is seated in state upon a platform two feet high, in front of his pupils, who sit on long wooden benches of antique pattern. The walls of the room are abundantly decorated with cheap lithographs of eminent saints, prominent among whom is his Excellency Pius the Ninth. One or two crucifixes are fastened to the walls. No charts, maps, or other illustrative apparatus, are to be seen.

The pupils, all boys, are coarse and untidy in appearance. The teaching is altogether mechanical, the reading being simply a rough attempt to vociferate the consecutive words of the lesson. Expression is almost entirely ignored. The teacher's voice is gruff, often inarticulate, and seldom placing two words in any sort of neighborly juxtaposition. He, however, holds in his hand a device which serves marvelously well as a substitute for the voice, and, if it could only be made to work automatically, to all appearances it might do most of the teacher's work without assistance. This instrument, from its novelty, deserves a passing description. It is something like a glove-stretcher, with one prong reduced to the size of a pen-holder and so fastened to its fellow that, by a slight manipulation with the thumb, the two points can be made to strike together with a startling snap. The versatility of this snapper is truly marvelous. It utters, indeed, a various language, ascending from the gently-hinted admonition of "Pray, give attention, sir," up to loud portents of dire disaster. Its warning voice is now directed to the whole school to repress the constant and too evident tendency of affairs to degenerate into uproar, and the apex of the instrument seems to be tracing constellations on the whitewashed ceiling. Now it singles out some individual offender, whose identity is indicated in the most pointed manner. But in this instrument there resides not merely moral power: it acts as an intellectual stimulus. The thoughtless pupil, who blunders in recitation, is brought up suddenly by a snap, and the

degree of snappishness in the snap is delicately graduated to the degree of mental obliquity implied by the blunder. The perpetual snap, snap, of this lively little instrument is not powerful as a sedative for irritated nerves; and it is by no means a sure cure for nervous headache, as I can testify from experience.

From such information as I could obtain, I am justified in believing that this school of the 'Christian Brothers', which I have imperfectly described and with no attempt at caricature, is a very favorable specimen of the Catholic schools of Montreal, in which seven-eighths of its children obtain their schooling. It may be proper here to say that an attempt is made to teach all school-children both languages: that is to say, the French children have instruction one hour a day in English, and vice versa. With what success they are taught I am unable to say. This I know: a traveler in any part of Lower Canada is constantly meeting with persons who seem to converse with equal fluency in both languages, while at the same time he meets with many more who do not appear to know a word of English. The limitations of this paper compel me to pass by the universities, the educational journals, the system of gradation, and the normal schools, of which there are two for Catholics and one for Protestants in Lower, and one non-denominational in Upper Canada. The scope of the normal school at Toronto is thus given in the last report of Dr. Ryerson. He says, "These normal and model schools were not designed to educate young persons, but to *train teachers*, both theoretically and practically, for conducting schools No candidate is admitted without an examination in writing, equal to what is required for an ordinary second-class certificate by a county board. The majority of candidates are those who have been teachers and who possess county board certificates of qualification — many of them first-class certificates."

And yet, even in Toronto, they have not arrived at the point of affording equal advantages to the boys and girls in their public schools. A late number of the *Toronto Leader* says: "Toronto possesses no schools within reach of the man of moderate means for superior education of girls." It adds: "Without any desire to indorse half what is said in support of 'woman's rights', we really fail to see why boys should be allowed to monopolize all the public provision made for higher education." We, however, who know something of the struggle which preceded the establishment of the first girls' high school in our own Boston, not a generation ago, will not be inclined to throw stones at Toronto for her present attitude in this matter; and the less so because, from this same paper, we learn that movements are on foot by which this defect in her public-school system is soon to be remedied.

I am aware that the picture which I have given of the common-school system of Canada is not altogether flattering. I believe it to be truthful. I am sure it is meant to be impartial. It may be of some service in helping us to forecast the evils which will assuredly result to our own system of public instruction, if ever we suffer it to be divided or turned aside from its one grand, beneficent purpose.

I trust that by these considerations we shall only be confirmed in what is undoubtedly already the settled purpose of our hearts—to resist, to the last, any attempt, from whatever source or under whatever pretext it may be made, to disintegrate or cripple the educational forces of this country by the introduction of political or sectarian considerations into the management of our common schools.

EDITORIAL DEPARTMENT.

HIGH SCHOOLS AND COLLEGES.—Among the subjects which are now attracting the attention of educational men, especially in the West, is that of the relation of high schools to colleges. It has been discussed at various teachers' conventions during the summer just past, and, at the meeting of the Principals' Society at Rockford in our own state, a committee was appointed to see whether any thing can be done toward harmonizing the courses of study in the two classes of institutions above named. That a closer union between the high schools and colleges of the state would be advantageous to both is manifest to any one at all conversant with the wants and conditions of those schools. The high schools feel the need of the additional stimulus that would be imparted to them by a higher institution, which should stand ready to receive their graduates and to conduct them on to fuller acquisition and more thorough culture. As the matter now stands, the pupil who has completed the high-school studies, unless he has shaped his course with special reference to a preparation for college, finds no place open to admit him and give him an opportunity to continue right on in the path upon which he has entered. Greek he has not even begun; he has a knowledge of the elements of most of the sciences; in mathematics he is a year or two in advance of the requirements for admission to college; in Latin alone he is just ready to enter the freshman class. We need hardly say that we are speaking of the better class of high schools and the better class of colleges. We are aware that there are high schools, so called, which do not pretend to accomplish so much as is here indicated, just as there are colleges, so called, which do not require even so much as this inferior class of high schools gives. There are pupils, not a few in number, who enter the high school with no intention of going beyond it for their education, but who, some for one cause and some for another, change their purpose late in their course, and would gladly continue their studies in a higher institution. It is, however, too late for them to enter upon a special preparatory course, and hence they feel constrained to end their studies with the high school. It is true that many of our high schools do, even under the present system, prepare boys for the best colleges of the country. It is true, we presume, that there are enough such schools in the state to supply the present demand for preparatory schools. In some cases it may be that slight changes, easily brought about, in the management of those schools, particularly as to terms of admission, might be desirable in order to increase their efficiency as preparatory schools. Yet it is also true that these schools could accomplish much more in this direction if the college course could be made more nearly a continuation of the high-school course.

That it would be a benefit to the colleges to be brought into more intimate relations with the high schools of the state there is little room to doubt. That they can not succeed out of harmony with those schools the present condition of many of them conclusively proves. The cry from certain quarters for academies and denominational schools is an attempt to heal a disease for which academies and denominational schools are not the true remedy. The college men of the state

have very generally kept themselves aloof from the public-school teachers. They have not often been seen at the gatherings of the teachers of the state. Whether this is to be accounted for by preoccupation, indifference, hostility, or some better reason, we are unable to say; but the fact has often been observed, and is well known. True, there are a few worthy exceptions that will at once occur to the minds of all,—men whose presence and words have always been welcome and appreciated. But the great majority have stood afar off, and have appeared only upon special invitation. We do not mention this as a cause for complaint, but merely to suggest that there may be some connection between this fact and the declining condition of many of our colleges.

We hope, for the interest of both these classes of schools, that something may be done to bring them into closer relationship to one another. We could wish that such an adjustment of courses of study and such harmony of feeling and unity of interest might be established between them as should increase the usefulness of both, and so advance the common cause in which both alike are laboring. If such results can be attained, and the colleges of the state can be made to supply the demand for higher education on the part of our high-school graduates, well and good. We are glad that the effort is to be made. But what we really need is a state institution for higher education that shall supplement the work of our present public schools, holding some such relation to those schools as Michigan University holds toward the schools of that state,—an institution that, in stead of looking with coldness and disfavor, and it may be with jealousy, upon our public schools, shall be in full sympathy and harmony with them. Such an institution would not only vitalize and stimulate our high-school work, but its beneficent influence would extend all through the lower departments of our common schools. We need it to give symmetry and completeness to our system. As at present constituted, our public educational system is a body without a head, a tree whose fruit is always plucked before it has arrived at maturity. Let such an institution, with the necessary educational facilities and appliances, and with a competent corps of instructors, be established, and let it stand ready to welcome to its privileges the young men and women who every year go forth from our high schools, and who can doubt that it would be a success from the day that its doors should be thrown open? Our state, with its vast and yearly increasing wealth, is abundantly able, and, with a proper presentation of the matter, would, we believe, be willing, to supply this educational need. It is certainly a subject worthy the thought of the public-school men of the state.

MR. WHITE'S PAPER.—We invite the attention of the readers of the Teacher to the paper by Mr. White, in the present number, on the time to be given to the various branches in grades below the high school. This paper was read by Mr. White before the Principals' Society at Rockford, in July, and such a general desire to have it published was expressed that we are pleased to be able to lay it before our readers. It is a thoughtful and philosophical presentation of the subject, and will pay a careful perusal.

AN ENGLISH OPINION OF OUR COMMON SCHOOLS.—The following is from the London Saturday Review. It is chiefly interesting because of the source from which it comes. It approaches about as near as an Englishman often ventures to a commendation of any thing American: "The common-school system of the

United States is, among all American institutions, the one most generally respected and approved. It differs from some other equally general and equally successful systems in the utter absence of centralization, which is one of its most remarkable characteristics. It differs from many other American institutions in the efficiency and purity of its administration, in the general absence of jobbery, and of bad appointments and unjustifiable removals prompted by motives of political party; and, while almost every part of the political system of the country has provoked the severest comments from Americans themselves, and is considered by the best informed and most thoughtful among them as implying rather a reproach to democracy than an evidence of its successful working, no voice has ever been raised against the common schools. All Americans are justly proud of them; nearly all prove their confidence in them by the strongest of all tests—that of sending their children to receive the earlier part of their education therein. They are the objects to which every traveler's attention is invited, and on which the affection and interest of the people are unflaggingly and unfailingly fixed."

WHERE TEACHERS STAND IN NEW YORK.—The following table, showing the prices per week paid in the New-York City market for different kinds of labor, may be valuable as indicating the estimate placed upon the teacher's work in the metropolis of the country. The figures are somewhat startling, and yet they appear to be obtained from trustworthy sources. The wages of the mechanics and laborers are said to be taken from the immigration report of the Bureau of Statistics; those of the teachers, from the reports of the Board of Education. We commend the figures to those who think that teachers are overpaid: Bricklayers, \$27 to \$30; carpenters, \$21 to \$27; tailors, \$18 to \$20; cartmen, \$15 to \$18; laborers, \$10 to \$15; street-sweepers, \$12; teachers (exclusive of principals), \$9. What wonder that riots and general lawlessness abound in New-York City, and that her high officials live by stealing from the public purse!

THE NATIONAL EDUCATIONAL ASSOCIATION.

THIS Association met, according to previous announcement, at St. Louis, on Tuesday, the 22d of August, and continued in session three days. The attendance was good, nearly thirty states being represented. A large amount of work was done, and the exercises were generally very interesting. The spirit of the convention was excellent. There was very little talk for the mere sake of talk, and little disposition manifested to push a matter to a decision before it was thoroughly investigated. Hence several subjects were referred to committees or laid over for future discussion. The rings and cliques, which some times infest our educational gatherings and attempt to control their action, did not appear at St. Louis. All seemed intent upon performing in a legitimate way the work which was to be done. Some of those announced to take part in the exercises failed to fill their appointments, a result which may always be expected where it is necessary to place upon the programme persons selected from the different parts of a country as large as ours.

The meetings were held in the Polytechnic Building, which is admirably adapted to the purposes of the convention. A large hall afforded ample accommodations for the general sessions, while smaller rooms in the same building were equally well fitted for the meetings of the sections.

FIRST DAY'S PROCEEDINGS.

The convention was called to order by the President, Mr. J. L. Pickard, of Chicago, and the proceedings were opened with a prayer by Dr. Reid, of the Missouri State University. At its close, Governor B. Gratz Brown delivered an address of welcome to the assembled members. He referred to the high reputation of the public schools of the City of St. Louis, the liberality of the State of Missouri in providing the means of education for all of her children, and the efforts that are making to extend and increase the educational facilities of the state. In the name and behalf of the people of Missouri, he extended to the convention a most cordial, hospitable welcome. The Governor then proceeded to criticise at considerable length our system of education, and succeeded in convincing his audience that he was grossly ignorant of the purposes and methods of our schools. The welcoming address was responded to by President Pickard and the presiding officers of the different sections. Mr. Henkle, President of the Superintendents' Section, read a letter from Mr. Garfield, of Ohio, excusing himself for his absence. He had been appointed to deliver an evening lecture upon the relations of the national government to education, but was unable to be present to fill his engagement. An invitation to the members of the convention was then read to visit and use the reading-room of the Public-School Library; after which, the General Association adjourned till eight o'clock P.M.

In the afternoon the four sections into which the members were classed—the departments of Higher Education, Normal and Elementary Education, and Superintendents' department—met in different rooms, and transacted the business before them.

DEPARTMENT OF HIGHER EDUCATION.—Mr. Eli T. Tappan took the chair and called the meeting to order. On motion of Mr. S. J. Williams, of Cleveland, Mr. Gibbert, of Michigan University, was elected Assistant Secretary.

Mr. H. K. Edson, of Denmark, Iowa, then read an essay on *Classical Study, and the means of securing it in the West*. He said, after a thorough examination of the merits and demerits of classical studies for years, through the press, and in all classes of society, the verdict is rendered substantially for classical studies. No means of discipline have yet been discovered so effective and thorough. The utility and necessity of classical studies being granted, the question arises, What means shall we use to secure attention to them and bring about their general introduction? If the conviction could become general that their study would pay as well as the study of book-keeping, telegraphing, etc., the road to its introduction would be short. He opposed, as unjust and unfair, the support of schools for higher education by public taxation, and advocated the establishment of private classical schools to prepare students for college. The subject was discussed at considerable length.

Dr. Gulliver, of Knox College, Illinois, presented the following resolution, which was subsequently laid over until next year:

Resolved, That the convention highly approve the effort now in progress to unite more perfectly the courses of study in public high schools and the colleges, by introducing special classical courses on the part of the schools, and by modifying, without lowering, the requirements of admission on the part of the college; and that we also heartily indorse all efforts to supply any temporary or permanent deficiency in the classical instruction furnished in the public schools or by academies specially devoted to the studies required in preparation for college.

Hon. John Eaton, jr., United States Commissioner of Education, then read an essay on *Superior Instruction in Relation to Universal Education*. It possessed great merit and elicited frequent applause. In the course of his address, he administered a merited rebuke to Governor Brown for the sentiments expressed in his address of welcome.

NORMAL AND SUPERINTENDENTS' SECTIONS.—Owing to the non-appearance of Mr. J. D. Philbrick, of Massachusetts, who was to have read a paper on *The Normal-School Problem*, in the Superintendents' Section, the Normal and Superintendents' Sections were consolidated.

R. Edwards, President of the Illinois Normal University, was called upon for a paper on *Model Schools in connection with Normal Schools*. The first consideration is, To what extent will we be benefited by a model in connection with a normal school? While it is true that there are many normal schools of a high degree of excellence which are without a model department, it is also true that they would be more successful in its possession. Teaching is a practical art, and should be preceded by a practical apprenticeship. Not theory, but actual executive ability, is demanded. What is meant by a model school? Some mean by it a school perfect in its action, real and established; others regard it as a school for the practical experiments of teaching. In the former, the pupil is taught to reproduce in every particular the model teacher; in the latter, originality is secured. There are three uses sought by the model school. First, good teaching and government; second, to furnish apprentice work; third, opportunity for experiment. Shall we attempt to accomplish all this in one school, or shall we divide them? Can a school be model, and at the same time present opportunities for experiment? He believed that a combination of the two is possible, and that a school can be conducted in a model manner and yet afford means for practice to the pupil. How shall the model school be adjusted? First, let it be graded, from the lowest departments to the high school; second, let each grade be under the charge of a competent teacher, who will furnish proper instruction; third, at the beginning of each term, let such pupils as are fully prepared be assigned to the grades as teachers. The class should occupy the time of the pupil-teacher for about forty-five minutes in addition to the time allotted for the preparation of lessons; fourth, let the work of the pupil-teacher be under the supervision of the principal of the grade; fifth, let there be a stated meeting, every few days, to discuss the different modes of teaching; sixth, let there be an exhibition, once a week, of the different methods, in the presence of the entire normal school; seventh, let every fault be privately pointed out to the one committing it, with the understanding that it is to be at once corrected; eighth, let the status of the class be taken at the time it is placed in the hands of the pupil-teacher, and also at the end of the term, to ascertain the progress made; ninth, let four such terms of teaching be required of every pupil; tenth, let the senior class of the normal school be a visiting committee and required to report on the grades visited. Mr. Edwards submitted these as not the only regulations which might be adopted, but as one method, at least.

The subject was discussed by Miss Anna C. Brackett, Principal of the Normal School of St. Louis; Wm. F. Phelps, President Normal School, Minn.; and Dr. J. H. Sangster, Superintendent Normal Institution of Toronto, Ontario.

In her carefully-prepared paper, Miss Brackett said: A model school exists for

the normal school, and has no independent existence. It is some times asserted that the institutions for higher culture are more capable of developing teachers than the normal schools, and that the latter are unnecessary. But the work of education is not alone to secure intellectual superiority, but to elevate the moral, individual and spiritual conditions. As much general culture as possible is to be given, but this is not a leading aim. It is the province of a normal school to teach the *how*, and not the *what*. Lessons should be analyzed, and the why of the how ascertained. Much time is to be given to criticism. Only on the question of the theory and art of teaching should the teacher assume his superior position. By a model school is meant one taught by competent teachers, not pupils.

Owing to the death of his wife, Hon. J. H. Hoose, of New York, was unable to be present, but forwarded a syllabus of the remarks he would have made had he been present. The syllabus was read by Mr. Phelps.

Mr. Phelps made an admirable argument, based on experience, in favor of the separation of experimental, or model, and normal schools. He entered a most earnest protest against the assertions of Gov. Brown. He regretted exceedingly that the members of the association had been compelled to listen to such false ideas. While acknowledging his respect for the chief magistrate of Missouri, he felt called upon to utter this protest.

Dr. J. H. Sangster, Superintendent of the Normal School at Toronto, Ontario, explained the methods adopted in the school in his charge, and strongly advocated the union of normal schools and schools of practice. By such a combination his school had grown in a remarkable manner. There are four hundred pupils now in the school (its full capacity), and upward of two thousand applicants waiting for admission. The doctor invited questions and explained some of the peculiar features of the school.

ELEMENTARY SECTION.—In another room, the Elementary Section held a separate session. Methods of teaching primary reading were considered in an essay by E. E. White, of Ohio, which was followed by an address on *Methods of Teaching Languages*, by D. H. Cruttenden, of New York. A discussion followed the reading of each essay.

GENERAL ASSOCIATION.—*Evening*.—A meeting of the General Association was held in the evening, in the large hall of the Polytechnic Building, which was filled by an intelligent and attentive audience.

Mr. J. N. Dyer extended an invitation to the members to visit the Mercantile Library during their stay in the city, which was accepted, with thanks.

Mr. J. P. Wickersham, of Pennsylvania, then delivered an able address on *National Compulsory System of Education Impracticable and Un-American*, in which he reviewed a bill introduced during the latter part of the last session of Congress by Mr. Hoar, of Massachusetts, and gave his reasons for opposing such a measure.

SECOND DAY'S PROCEEDINGS.

DEPARTMENT OF HIGHER EDUCATION.—Prof. T. H. Safford, of Chicago University, presented his paper on the subject of *Modern Mathematics in the College Course*. The following is the thesis of the essay: (1) Our college course of mathematics must contain in future more synthetic geometry and less algebra and higher analysis; more practical and less abstract matter. (2) Time must be gained

by beginning geometry in an elementary way before the preparatory college course. (3) Geometry and arithmetic must go hand in hand throughout the course. What we now call analytical geometry must be introduced in various stages with geometry proper. (4) The text-books must diminish in size, and be largely supplemented by oral teaching. Both teacher and pupil must learn better how to work at the subjects, not at the books merely. (5) The interests of educational science, of mathematical science, of physical science, and of practical utility, alike demand these changes. The essay engaged the closest attention, and was warmly applauded at its close.

President Tappan resigned the chair to Dr. Gulliver. He was delighted, he said, with the paper just read. He was satisfied that the amount of mathematics now included in the college course was too great, and he doubted whether the mathematical studies of the sophomore year should not be made elective.

The questions presented in the essay were then discussed by Professor Woodward, of Washington University; Dr. Gulliver, of Knox College, Illinois; Professor Safford; and others.

Professor Tyler, of Knox College, Illinois, read an essay on the *Pronunciation of Greek and Latin*, which elicited a long and animated discussion. The general sentiment seemed to be favorable to the continental system. The debate continued until noon, when the section adjourned to to-morrow morning.

NORMAL DEPARTMENT.—Mr. C. H. Verrill, of Pennsylvania, being absent, his paper was replaced by that of Mr. Philbrick, of Massachusetts, which appeared on the programme for Tuesday. The paper was read by Mr. C. C. Rounds, V.-President of the Normal Section. After giving an account of the Massachusetts Normal Schools, and commenting upon the success of the normal experiment, the essayist said that normal instruction has been tested, and will pay; but the supply of teachers thus far is short of the actual needs, and is monopolized by those who least need them. It is the right and duty of a state to provide means of special instruction to teachers of all schools. They must and will secure a normal graduate for each school. The question, then, is, How is this to be accomplished? It is proposed to engraft a normal department on high schools and academies. This difficult and extravagant mode has already been tried, and has failed. In cities it may succeed temporarily, but as a system to be relied on it will not do. Why not increase the capacity of the present normal schools? To this there are serious objections. Another system might be proposed. Provide different grades of normal schools. Let the term be three months; let the instructor be proficient; and, above all, let the best mode of adjusting a school be inculcated. 'Three months' attendance is better than no instruction. As an inducement to attendance, the state should make it to the interest of the teacher to seek it; pay from the public treasury a premium to teachers and to such towns as employ them; let the teacher be exempt from examination, the certificate of attendance sufficing as evidence of his capacity. When the first school is filled, let a second be established, and so on. Four elementary normal schools are sufficient. Let there be no rigid, cast-iron system of normal instruction. The schools, of course, to be subject to such modifications as may be deemed necessary. The time of attendance can be gradually extended, and the present grades increased with the demand for higher-grade teachers. County normal schools are of vast benefit, and in this direction Illinois has taken an important step.

Previous to the discussion of this paper, the Superintendents' and Normal Sections were united.

At the close of the discussion, the following resolution was presented and adopted:

Resolved, That a committee of five members of this Association be appointed by the chair to report at the next annual meeting a plan for a more general extension of the normal-school system, to the end that its benefits may be secured to the great mass of the teachers of the country.

The debate upon Compulsory Education was opened by Mr. Hancock, of Ohio. He was followed by Messrs. Tooke, of Ill.; Rickoff, of Ohio; Foster, of Mo.; Phelps, of Minnesota; Monteith, of Mo.; White, of Ohio; and others. The general current of opinion seemed to be in favor of compulsory education, though the opposite view was well represented and strongly urged.

Mr. White, of Ohio, said the voluntary system has *not* failed. There is a supreme necessity for universal education, and the state has plenary power to secure it. But is it expedient? School statistics are unreliable. By figures, the compulsory system of Prussia has failed. He offered the following statistics of that country: Number of youths between the ages of 6 and 14 years due at school, 3,223,362; actual enrollment, 2,605,408; leaving 617,954, or 20 per cent., between those ages who do not enter school. But to say that twenty per cent. are growing up in ignorance is to make a wild assertion. We can not, therefore, rely on these figures. Contra: In Cleveland, Ohio, where the voluntary system obtains, eighty per cent. between the ages of six and fourteen years were in school, exclusive of Catholic and private schools.

A resolution favoring compulsion was referred to a committee.

ELEMENTARY SECTION.—Mr. Henry C. Hardon, of Boston, read a paper on *Methods of Teaching Drawing*, illustrating the subject with drawings on the black-board. He said that in this study of drawing most of us lack definiteness of aim. Form must be analyzed, and then we must hold to the essentials. Many schools, for want of this, are wasting time or neglecting drawing wholly. First we get a clear conception of the object in view. This in the first stage of instruction is the power in the pupil to determine locality. Following this is training of the muscle to represent form, the education of the taste in the selection of form, the communication of a high order of pleasure in the contemplation of form, with the discipline to the mind and refinement to the character which come of serious study. Excellence in the various mechanic arts depends largely upon a power of nice discrimination in regard to form; by early instruction in elementary form and the manners of its representation we save time in the technical education of the artisan, and achieve results of a higher order. The foundation for this may be laid in the primary and grammar schools, without sacrifice of any present excellence in the other studies. All children can learn to draw with no more difference in results than in the other studies. Repetition in ancient art was a necessity from the limited power of the producers. It should be our rule while children furnish the same conditions intellectually. The lessons for very young persons, then, must be of the simplest nature, often dwelt upon, and must advance by the slowest stages. Criticism must always attend them to stimulate observation; illustration must show the classes of faults, and with the same energy that is put into the other studies the progress will be as marked.

A paper on the *Philosophy of Methods* was read by John W. Armstrong, of New York.

The discussion on these two subjects continued till 12.20 p.m., when the section adjourned.

GENERAL ASSOCIATION.—In the afternoon the General Association reassembled in the large hall, and listened to a discussion of the question *How far may a State Provide for the Education of her Children at Public Cost?*

The subject was opened by Hon. Newton Bateman, of Illinois, who delivered an eloquent address in favor of the largest provision by the state for public instruction. A portion of the address was devoted to the consideration of high schools, which he considered as but a step in the scheme of education which should be provided by the state, and which should culminate in a National University. "I believe, then," said the speaker, "that the question for American statesmen is, not how *little*, but how *much*, can the state properly do for the education of its children; that the one thing most precious in the sight of God and of all good men is the welfare and growth of the immortal mind, and that to secure this, legislatures should go to the verge of their constitutional powers, courts to the limits of liberality of construction, and executives to the extreme of official prerogative. I believe that an American state may and should supplement the district school with the high school and the high school with the university, all at the public cost—exhibiting to the world the noblest privilege of the country—a model free-school system—'*totus teres atque rotundus*'."

Wm. T. Harris, Superintendent of the Public Schools of St. Louis, followed with an able and philosophical paper upon the same subject. We can only give his concluding sentences. "The discipline of our public schools, wherein punctuality and regularity are enforced and the pupils are continually taught to *suppress mere self-will* and inclination, is the best school of morality. Self-control is the basis of all moral virtues, and industrious habits are the highest qualities we can form in children. A free, self-conscious, self-controlled manhood is to be produced only through universal public education at public cost; and as this is the object of our government, it is proper for *our* government to provide this means and at the cost of the people."

Mr. John Eaton, jr., United States Commissioner of Education, offered a resolution, which was adopted, that a committee of one from each state and territory, and one from the District of Columbia, be appointed by the Association, to take such action as shall seem to them expedient to secure a full presentation of the improvements in American education at the international exhibition at Philadelphia in 1876.

The committee appointed last year to consider the subject of the establishment of a National University, to stand at the head our educational systems, submitted a report, through the chairman, Dr. Hoyt, of Wisconsin. The committee close their report with a recommendation that there be raised a new and permanent committee of fifteen, embracing representatives of the leading professions and interests, as well as the several geographical divisions of the country, and including the President of this Association, the National Commissioner of Education, and the Presidents of the National Academy, the American Scientific Association, and the American Social-Science Association, as *ex-officio* members, to be known as the

National University Committee, and to be charged with the duty of further conducting the enterprise to a successful issue, whether by means of conference and correspondence, or through the agency of a special convention.

At five o'clock, sixty carriages left the building and conveyed the members of the Association to Shaw's Garden. The evening was pleasant, and the carriages drove rapidly through the more thickly-settled portions of the city, past Lafayette Park, and up the long avenue that leads to the place of Mr. Shaw. The members were welcomed by that gentleman, who conducted them over the grounds, the hot-houses, 'lovers' lane', pagoda, and through the walks that intersect the garden. At Mr. Shaw's residence a repast was set, which was highly enjoyed by the guests, who soon after took their departure.

Evening.—The committee to whom was referred the resolution favoring compulsory education made the following report, which was adopted:

Resolved. That universal education is a public necessity, and the state has the full right to provide for and secure it.

Resolved. That to secure universal education in this country, our present system of voluntary school attendance should be supplemented by truant laws, reformatory schools, and such other compulsory measures as may be necessary to reach that class of youth now growing up in ignorance.

The subject of *National Compulsory Education*, which had been introduced on Tuesday evening by an address by J. P. Wickersham, of Pennsylvania, was discussed in general session. Remarks were made by Beckington, of St. Charles; Platt, of Kansas; Henderson, of Arkansas; Wickersham, of Pennsylvania; Commissioner Eaton; John Hancock, of Ohio; and others.

Other addresses were made by delegates, who reviewed the condition of education in their respective states.

Mr. Wickersham proposed the following resolution, which was unanimously adopted:

Resolved. That this Association will look with favor upon any plan of giving pecuniary aid to the struggling educational systems of the South that the general government may deem judicious.

The President announced the National University Committee, as follows: Dr. J. W. Hoyt, Madison, Wisconsin; Dr. Thomas Hill, Waltham, Massachusetts; E. L. Godkin, New-York City; Hon. J. P. Wickersham, Harrisburg, Pennsylvania; Dr. Barnas Sears, Virginia; Col. D. F. Boyd, Baton Rouge, Louisiana; Dr. Daniel Read, Columbia, Missouri; Pres. W. F. Phelps, Winona, Minnesota; Hon. A. C. Gibbs, Portland, Oregon; Hon. Newton Bateman, Springfield, Illinois. *Ex-officio* members: Hon. E. E. White, President N.E.A.; Hon. John Eaton, jr., Commissioner of Education; Dr. Joseph Henry, President National Academy of Science; Dr. J. Lawrence Smith, President American Association for the Advancement of Science; Dr. Samuel Eliot, President American Social-Science Association.

Adjourned.

THIRD DAY'S PROCEEDINGS.

DEPARTMENT OF HIGHER EDUCATION.—The discussion of the pronunciation of Latin and Greek was resumed by Prof. Kistler, of Illinois, who explained his views at considerable length. Several others joined in the debate, and exemplified their theories. The following resolution, offered by Mr. Henkle, of Ohio, was adopted:

Resolved, That a committee be appointed to prepare rules for the pronunciation of Greek and Latin, so far as uniformity can be attained, to be submitted to the next annual meeting, and that the committee be requested to correspond with the committee of the Philological Association.

The Chair appointed Professors Tyler, Boise, and Kistler, who were authorized to add two to their number.

W. W. Folwell, of Minnesota, introduced the subject of college degrees, and a discussion ensued.

Eli T. Tappan, President of Kenyon College, said that college degrees had fallen into contempt among a large portion of the American people. What was to be done to make a degree command respect? It had been suggested that something might be done by the practice of attaching to the degree the name of the institution. In this way those institutions which have pursued the course of conferring degrees that were not respectable would amount to nothing, and those institutions whose degrees were respected and respectable would have that which they deserved.

After further discussion, the following resolution was adopted :

Resolved, That a committee of four be appointed to collect facts as to the history of degrees in our colleges and the usages of various institutions in this matter, and to present a report to our next session, and to accompany their report by recommendations, if they deem it best.

The following committee was appointed by the chair: Pres. Allyn, of McKendree College, Illinois; Pres. White, of Cornell University, New York; Pres. Eliot, of University of Missouri; Prof. McGuffey, of University of Michigan.

The section then adjourned *sine die*.

NORMAL SECTION.—In this section was read a paper by J. W. Armstrong, of New York, on *Principles and Methods, their character, place and limitation in a Normal Course*. The discussion was participated in by Mr. Phelps, of Minnesota; Mr. Newell, of Maryland; Mr. Gilchrist, of West Virginia; and Miss Brackett, of St. Louis. The discussion continued until noon, when the section adjourned.

SUPERINTENDENTS' SECTION.—The question of a uniform basis of school statistics was here discussed. This is important, but more especially to those who have to do with school-returns. It has always been a difficult matter for one school to judge of the status of another from its reports. What is required is a basis of statistics that will obtain in all schools. As it now operates, what in one school is a mark of excellence would in another indicate mediocrity.

ELEMENTARY SECTION.—Mrs. Mary Howe Smith, of New York, read an admirable essay on the *Methods of Teaching Geography*, which was listened to with close attention. She said: "Geography as a science is a new thing, divided into three departments. First, a general view of the earth as a whole; second, minute study of each country; third, of the laws and principles underlying the whole of these. The first only belongs to the primary school. The subject may be so taught as to give a foundation or frame-work for future study, and secure real mental growth and culture; hence the necessity of a clear apprehension of the correct logical relations of the subject. Geography should be taught in the interest of civilization. What is the significance of this or that country to man? is the grand question of physical geography and the foundation of political geography."

A discussion followed the reading of the essay, in which Delia A. Lathrop, of Cincinnati, and Mr. Hancock, of Ohio, took part.

E. E. White, of Ohio, then made a thoroughly-sensible address on the *Principles of Primary Teaching*, which was listened to with interest, and warmly applauded. He was followed by Mr. Bell, of Indianapolis.

Mr. Harris, of St. Louis, spoke in behalf of Leigh's system of phonetic writing and spelling in the primary grades, and made some remarks on geography and arithmetic.

GENERAL ASSOCIATION.—*Afternoon*.—Mr. Thomas Davidson, of the St. Louis High School, read a paper on *Pedagogical Bibliography—its possessions and its wants*. Mr. Davidson's paper occupied more than an hour in its delivery, and contained, we should judge, a pretty complete account of all books relating to education, from the earliest times to the present.

The subject of *What moral use may recitation subserve* was discussed by Mr. Alfred Kirk, of Illinois. He contended that morality must be taught in the public schools, if the nation shall not become morally bankrupt. It might be difficult to determine the amount of culture for the head and heart. Time and seasons must be had. The recitation is the teacher's opportunity to teach the pupil that greatest of all lessons, how to live. It is the time in which to cultivate a taste for the beautiful in nature, and to mark the deep and subtle distinctions between right and wrong. The foundations of character must be laid in youth. We are suffering to-day from a spirit that shuts out all moral obligations, and regards not the rights of others. Morals, as such, must be the centre of any educational scheme. It is impossible to indicate the methods by which these lessons may be inculcated. These virtues must be embodied in the teacher, and radiate from him in rays of light. A New-York riot was only possible because it was possible for a teacher to say that the Bible had not been read in the school.

Evening.—Mr. S. G. Williams, of Cleveland, read an essay on the *Use of Text-books*, which was discussed by Mr. Calkins, of New York; Prof. Woodward, of Washington University; and others.

At the close of this discussion, several members addressed the Association on the educational progress of their states. These remarks were closed by a pleasant little speech from Mr. John Monteith, State Superintendent of Public Schools for Missouri.

After a general resolution of thanks, and a few remarks by the Presidents of the four departments, and by Mr. Pickard, President of the Association, the convention adjourned.

A large number of the members of the Association remained over Friday, to visit Iron Mountain and Pilot Knob, upon the invitation of the St. Louis and Iron-Mountain Railroad Company.

The place of meeting next year was left undecided, but there seemed to be a pretty general feeling in favor of holding the next meeting in Boston.

The officers of the Association for ensuing year are as follows:

GENERAL ASSOCIATION.—*President*—E. E. White, of Ohio. *Vice-Presidents*—W. F. Phelps, Minnesota; W. T. Harris, Missouri; J. H. Jurey, Mississippi; J. M. McKenzie, Nebraska; H. C. Hardon, Massachusetts; J. W. Bulkley, New York;

Newton Bateman, Illinois; W. D. Williams, Georgia; W. H. McGuffey, Virginia; Otis Patten, Arkansas; Wm. Swinton, California; Alex. Martin, West Virginia. *Secretary*—S. H. White, Peoria, Ill. *Treasurer*—John Hancock, Cincinnati, O. *Counselors*—J. P. Wickersham, Pa.; C. C. Rounds, Me. *Counselors-at-Large*—Edward Conant, Vt.; W. E. Sheldon, Mass.; Mrs. M. A. Stone, Conn.; N. A. Calkins, N. Y.; John S. Hart, N. J.; A. D. Williams, W. Va.; J. T. McGlone, Md.; B. Mallon, Ga.; J. N. Bishop, Miss.; A. L. Hay, Texas; W. T. Luckey, Cal.; H. H. Raschig, Ohio; Duane Doty, Mich.; Miss N. Cropsey, Ind.; R. Edwards, Ill.; Mrs. N. T. Roberts, Ky.; J. W. Hoyt, Wis.; A. S. Kissell, Iowa; W. O. Hiskey, Minn.; Miss Lucy J. Maltby, Mo.; E. E. Henderson, Ark.; Miss H. E. Cummings, Neb.; J. Denison, Kansas; J. H. Holmes, D. C.; Miss M. L. Horton, Ala.; Mrs. Julia M. Townsley, Col.

DEPARTMENT OF HIGHER EDUCATION.—*President*—Rev. Dr. McCosh, of Princeton, New Jersey. *Vice-President*—Dr. David A. Wallace, of Monmouth College. *Corresponding Secretary*—Eli T. Tappan, of Kenyon College, Ohio. *Recording Secretary*—T. H. Safford, of Chicago University. *Director-at-Large*—A. M. Gow, of Evansville, Ind.

NORMAL SECTION.—*President*—C. C. Rounds, of Maine. *Vice-President*—Miss Anna C. Brackett, of Mo. *Secretary*—Mr. Newby, of Indiana.

ELEMENTARY SECTION.—*President*—Miss Delia A. Lathrop, of Ohio. *Vice-President*—James Johannot, of New York. *Secretary*—L. H. Cheney, of Mo.

SUPERINTENDENTS' SECTION.—*President*—John Hancock, of Ohio. *Vice-President*—Newton Bateman, of Illinois. *Secretary*—A. C. Shortridge, of Ind.

PUBLICATION COMMITTEE—W. E. Crosby, of Iowa; John Hancock, of Ohio; S. H. White, of Illinois; N. A. Calkins, of New York; A. D. Williams, of Ga.

In the above account of the proceedings of the Association, we have drawn largely from the excellent report of the Missouri Democrat.

EDUCATIONAL NEWS.

ILLINOIS.

CHICAGO.—The Board of Education, at a recent meeting, voted to equalize the salaries of the male and female principals of the grammar schools. The subject came before the board upon the report of the committee on salaries, to whom had been referred a communication from Miss Maria H. Haven, Principal of the Lincoln School. There are those who think that the ultimate result of such equalization of salaries will be the employment of male principals in all the grammar schools. Time will show. The following is the report referred to: "Your committee on salaries, to whom was referred the communication of Miss Maria H. Haven, Principal of the Lincoln School, having had the same under advisement, respectfully report that no valid reason exists, in the opinion of your committee, why the request contained in that communication should not be granted. Your committee is unable to appreciate the reason or the equity of pay-

ing a male principal who has charge of a grammar school with a certain number of scholars a salary of from \$800 to \$2,200, and refusing to pay a female principal an equal salary for the same work, both in quantity and quality, in a like school, with the same or a greater number of scholars. If a female principal has a large number of scholars in her school, and of the same grades, and performs her duties equally as well as a male principal, which, in the case of Miss Haven, your committee believe, is conceded, it is, in the opinion of your committee, inequitable and unjust to refuse to pay her the same compensation. The compensation should be graded according to the work to be done, and the qualifications to do that work, rather than the sex of the principal or teacher. The salary should in all cases be equaled by the labor to be performed and the qualifications to perform it; and for the same labor, quality and quantity, in the schools in which the same grades are taught, with the same number of scholars, there is, in the opinion of your committee, great injustice in refusing to pay to the female principal the same salary that is paid to the male principal. Your committee, therefore, recommends that the same salary be paid to Miss Maria H. Haven, Principal of the Lincoln School, and to Miss Alice L. Barnard, Principal of the Dearborn School, both being grammar schools, that is or shall be paid to other principals of grammar schools, as established by this board, to wit: \$1,800 for the first year, \$1,900 for the second year, and \$2,200 for the third year and thereafter." The report was adopted—yeas, 12; nays, 2.

COLLINSVILLE.—The school-house at Collinsville was consumed by fire January 13th. It was a fine building, costing \$27,600, and was insured for \$15,000. A new one, to cost \$25,000, will be erected this fall by Mr. Canfield, of Carrollton. C. E. Clarke, of St. Louis, is the architect. The designs adopted for the new house show a rare union of beauty and utility. The people of Collinsville are determined to maintain their high reputation for good schools.

FULTON COUNTY.—We have received from Mr. H. J. Benton, school superintendent of Fulton county, a very neat programme of exercises of the teachers' institute held in the Farmington high-school building, on the last three days of August. The exercises consist of a class drill in a variety of branches taught in our schools, the discussion of educational subjects, lectures, and essays. The programme is well arranged, a definite, limited time being allotted to each exercise. One of the important requisites of a successful institute is that there be a time for every thing and every thing in its time. They seem to understand that fact in Fulton county, and to have prepared their programme accordingly.

NORMAL.—The State Teachers' Institute opened Monday, August 7, according to previous announcement, and continued in session two weeks. The exercises, which were interesting and valuable, were conducted principally by the professors of the University. Dr. Gregory, from the Industrial University, was present on Friday of the first week, and gave an address. Mr. Gove, of the Normal public school, also rendered valuable assistance, by the part which he took in the discussions that arose upon various topics, and by his exercises in primary instruction. Mr. Blodgett, of Rockford, was present a portion of the second week, and gave an instructive lecture upon *Language*. Prof. Metcalf reached home in time to assist in the exercises of the second week, and, on Thursday evening, gave a very interesting account of his trip to Europe. President Edwards also delivered an evening lecture on the causes of failure in teaching, which was well received. The exercises before the Institute embraced *Geography, Reading, Arithmetic, Grammar, Botany, Music, Theory and Practice of Teaching, Lessons in Language*, and other subjects connected with school work. Compulsory attendance was discussed at considerable length, and quite a wide difference of opinion on the subject was developed. The new school-law which was before the legislature at its last regular session, and which, it is expected, will come up for final action at the adjourned session, gave rise to an animated discussion, resulting in the adoption of the following preamble and resolution:

WHEREAS, In our opinion, our public schools should not be made subservient to political

intrigues, and the management of them should be in the hands of men selected for their fitness for the same; therefore, be it

Resolved, That we are opposed to Article 80 of the proposed new school-law, and hope that our legislators will never allow it to become the law of Illinois.

The Article 80, referred to in the resolution, places the appointment of members of school boards and the control of the school finances, in cities, in the hands of the mayor and council. A similar resolution was passed by the Principals' Society at Rockford. We think that the teachers of the state are pretty unanimous in their opinion upon this subject, and we trust that their recommendation will be heeded by our legislators. The only safety for our schools is to make them as free as possible from all political influence, and this can not be done if the school boards are to be appointed by the mayor and council. They should be elected directly by the people. Over two hundred teachers in all were in attendance upon the institute. Much good work was done. Possibly the absence of some whom the teachers had expected to meet there as instructors, together with the oppressively hot weather, made the session a little less enthusiastic than some former ones; but then, it must be remembered that it is not the easiest thing in the world to be enthusiastic with the thermometer ranging from ninety to one hundred in the shade.... The next session of the State Normal University begins Monday, September 11th.

OTTAWA.—This town is, we believe, still unsettled and wrangling about school matters. Mr. Clark, we understand, declines to accept the offer of the citizens to make up, by voluntary subscriptions, the amount which their economical (?) school board had stricken off from his already meagre salary. In this decision we think Mr. Clark is right. We believe that it will be better for him, and, ultimately, for the people of Ottawa, that he should decline their generous offer and leave them. Not that we undervalue in the least the services of Mr. Clark, but he may, by leaving, teach the people of that city a lesson which they would not be likely to learn in any other way. We do not know the history of this matter at Ottawa, but presume, from what information we have, that it is the old story so often repeated. The better portion of the community, including the friends of education, stayed quietly at home or were engrossed in their private business, and allowed a set of unworthy men to be elected to take charge of their school interests. We have known such things to occur in other places, and suspect that this is the history of affairs in that city. If this be the case, and it be true that the good people of Ottawa are too indolent, or too indifferent, or too nice, to turn out to a primary meeting, if need be, or to go to the polls on election-day, in order to put right men in places of trust and responsibility, and, in consequence of their neglect thus to do their duty, they are sorely afflicted in spirit to see the best interests of their city sacrificed through the machinations of designing men, then we hope that the said good people of Ottawa will be allowed to remain on the stool of repentance and in the valley of humiliation long enough to learn that lesson which they ought to have learned long ago, that the price of every thing good in this world is eternal vigilance.

PEORIA.—The Peoria High School is to open the coming school year with an entirely new corps of teachers. Mr. E. P. Frost, the late popular principal of the Springfield High School, accepts the position of principal, with a salary of \$2,000. Miss Louisa Minor, who, for the past three years, has been teaching in the schools of the city, succeeds Miss Thompson as second assistant. Miss Julia Johnston is to supply the place of Miss Grennell, who has leave of absence for the first term of the year, to recruit her failing health. Both Miss Minor and Miss Johnston are former graduates of the school. We wish them all a full measure of success. Mr. John X. Wilson, of Bloomington, takes charge of one of the grammar schools, to succeed Mr. Hugh R. Edwards, who has resigned to engage in other business. Miss Maggie Chalmers, who has taught long and successfully in the Peoria schools, has been appointed principal of the training-room of the Peoria County Normal, with an increase of salary, and Miss Mary Pennell, of Normal, is to assist Mr. White. The new building on the bluff for the accommodation of the Normal School the workmen are pushing rapidly forward, and it will be ready for occupation at an early day.

FROM ABROAD.

RHODE ISLAND.—Mr. J. C. Greenough has been selected as Principal of the *Rhode-Island Normal School*. Among the lecturers and special instructors we note the names of Geo. W. Greene, the well-known historian, as lecturer upon American History, and Prof. S. S. Greene, the grammarian, as lecturer upon Language and English Grammar. The Rhode-Island Schoolmaster for August says that over sixty applicants for admission to the school have already been enrolled. The legislature has appropriated fifteen hundred dollars to be distributed among those pupils who reside at a distance exceeding five miles from Providence. The school is to hold its sessions on Tuesdays, Wednesdays, Thursdays, Fridays and Saturdays of each school week—the Saturday session being held for the purpose of giving teachers and friends of education throughout the state, who desire to acquaint themselves with approved methods of instruction, an opportunity to be present. . . . A recent report of *Brown University* shows the whole number of students during the past year to have been 228, of whom 80 per cent. were pursuing the regular four-years' course for the degree of Bachelor of Arts, 14 per cent. the three-years' course for the degree of Bachelor of Philosophy, and 8 per cent. select courses, for which there is no degree. The time in hours allotted during the year to recitations and lectures in each group of studies was as follows: to ancient languages 627 hours, to modern languages 324, to philosophy, history and rhetoric 649, to physical science and mathematics 644. The invested funds of the institution amount to \$530,679, of which \$328,085 constitute the common fund for general purposes, \$50,579 the fund for scholarships, \$50,000 the agricultural state fund, \$40,931 the Hazard professorship, \$27,000 the library fund, and \$16,497 the Fire-proof Library Building fund.

The School Festival.

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LEIGH'S PHONETIC SYSTEM OF TEACHING READING.

BY W. T. HARRIS.

I.—WHAT IT IS.

IN the fall of 1866 Dr. Leigh published a phonetic modification of the alphabet. It was designed to aid the progress of the pupil in learning to read by furnishing him a consistent alphabet for the first few months of his course, without changing the forms of the words so much as to render the transition to the ordinary print too difficult. Each sound of each letter had its peculiar modification of its letter; each silent letter was printed in skeleton outline; the form of the word was very much like the word in common print, but the pupil could pronounce the word with unerring accuracy on seeing its letters, after he had once learned the alphabet. It was proposed to keep the pupil reading phonetic print for about one year, and then make the transition to ordinary type.

Dr. Leigh induced the publishers to print in phonetic type the lowest book or books of their series of Readers as follows: Sargent's Primer, Hillard's First and Second Readers, Parker & Watson's Primer, McGuffey's Primer and First Reader, Sanders's First Reader. Edwards's Analytical First Reader has lately been printed in that style, I believe.

II.—ITS TRIAL.

It was tried first in one of the schools of St. Louis, in the fall of 1866. A class of beginners was set to work, and for the first ten weeks it was very doubtful whether the experiment would succeed. Soon after this great advantages became apparent in the clearness of enunciation secured. The traces of foreign accent seemed to be removed effectually by

this method. German children could now learn to pronounce with accuracy the most difficult letters of the English alphabet. Toward the close of the year the class had completed the primer thoroughly. They were then allowed to take up the next reader and make the transition to common type. This was soon accomplished, and great difference was observable between this class and the next higher class, which had learned to read by the 'word method' in vogue. The new method seemed to be every way superior in its results.

In the summer of 1867 the School Board adopted the new system for all the schools, and it was introduced into all the primary classes beginning in the fall. In most cases the teachers were not favorably disposed to the new plan, and in all cases but one they were entirely ignorant of it, and had to learn it as they taught it.

III.—ITS RESULTS.

The teachers were exhorted to be patient, if they did not see any results for the first five weeks. Each teacher set to work, as it were, on a voyage of discovery, learning a new system and the method of teaching it at the same time.

By the close of the first half-year several classes were announced as ready for the common type. Upon examination, they were found well prepared. The best classes succeeded during the first year in reading and spelling thoroughly the Primer and First Reader (in phonetic type), also the Second and Third Readers of McGuffey's series. The slower pupils finished the Second Reader.

It was a surprise to all that such a gain in time should be reached. Only advantages in articulation were expected, and the discipline of using analytic and synthetic processes in stead of the 'word method', which gave only a loose training of the mind in symbols without definite grasp of elements.

From year to year progress has been made in the method of using the new system, and new advantages have been discovered. The gain in time is found to be nearly one-half. The experience with the system in St. Louis has been corroborated by experiments made in Boston, New York, and many towns in the West.

IV.—METHOD OF TEACHING IT.

At first, care was taken to use only the sounds of the letters, and not allow the pupils to call the letters by their ordinary names until the transition was made to common type. But, on trial, it proved a safer course and more expeditious to teach by sound and by letter from the start. Children are now taught the sounds of the letters, and then such as

stand for any given letter are grouped and named accordingly. Thus five different modifications are named A by the pupil, although he knows exactly the shade of sound that each one has. A word given out by the teacher is pronounced by the pupil, then spelled by sound and afterward by letter, and its silent letters named.

Excellent spellers are produced by this method. The pupil learns to read so quickly and by comparatively so little effort, that reading is a pleasure to him, and he is far more apt to read books at home than under the former method. Pupils are found in their second year of schooling who have read many books and acquired the correct use of a large vocabulary of words not usually in the possession of pupils until their fourth year in school.

V.—A WORD TO THE WISE.

It is clear that the ability to read is the first and greatest acquirement which our common schools can give. Any method that facilitates the acquisition of this art is of the highest importance to the educator and a great boon to the coming generations. Is it not a practical thing for every city and town to test this plan of Dr. Leigh, at least on a small scale?

HOW TO AWAKEN INTEREST IN SCHOOL.

“SILVER and gold have I none, but such as I have give I unto thee.” It seems almost useless for one who every day joins you in the teacher’s life—sharing with you its pleasures and trials—to attempt to write any thing either interesting or profitable to those who know the whole story from their own experience. Yet I trust that, if I have not the sweet gift of speech the ancients called ‘silvern’, nor the yet more beautiful and potent charm of example, which they called by contrast ‘golden’, I may be able, at least, to express sympathy in our mutual labor and aim, though the words are an ‘oft-told tale’.

One of our most arduous labors, one of our highest aims, is the awakening of interest in the minds of our pupils. It is useless to attempt any work, good or bad, without an interest in it. We may begin it, we may keep up a show of action, and use an infinite amount of time, but it is only a show, after all, and will accomplish nothing, without this mainspring of all efficient labor. I often think that the reason evil seems to prevail over us so easily is that the Prince of Darkness

works with a far more lively interest for our ruin than we for our own salvation. If the nameless regions *are* 'paved with good resolutions' (as some one says), it is because he of the cloven foot and forked tail has more interest in having a good pavement down there than we have; and we furnish him with the materials at low rates, because we have not sufficient interest to find out what they are really worth. "The children of this world" have been "wiser in their generation than the children of light" ever since those words were first uttered, and the lack of interest in noble and good works is just as lamentable now as it was then.

So we, as teachers, can do no good thing, no true work, unless we can rouse that true interest which is the life-principle of education, the soul, without which the body is a lifeless clod. But we always find it much easier to decide upon principle than to put into practice. We all realize the value of interest; but it is a difficult problem to see how *one* teacher, merely human, is to interest and keep interested, from day to day, through ten months of a year, and from five to ten years, from forty to a hundred restless, active little beings, whose fingers and brains seem made for every thing but work and lessons. It is useless to rehearse the many able dissertations, from pens mightier than mine, upon the many different ways of awakening interest. There are the necessary requirements of comfortable rooms, good text-books, good order, well-learned lessons, regular attendance, and so on, which, every day makes us thankful to say, Illinois is providing for us as fast as she is able. But above and beyond all these is the great secret, with *ourselves*, and through us with our immediate patrons. We must work hand in hand with the parents of our children, if we expect our labors to meet with success and the children to be truly interested. The experience of every true teacher goes to prove that those scholars do best who know that their parents and teacher hold frequent communication; and if we do not find these opportunities occurring with sufficient frequency, we must *make* them. I know it is often an unpleasant thing to *think* about; we dread it; but I am sure no one of us ever tried it who did not find a pleasant welcome, and an ample reward in the awakened interest of the child. I am a woman, and have my own hosiery to attend to, and no more salary than is necessary for *myself*, ca' n't spare any to the dressmaker, and I know how I hate to take the time; but, fellow sisters, it is a good thing to do it, let me assure you, even at the expense of a few ruffles on the new dress. Many times a case of disobedience, or trouble of *any* kind, with a pupil may be rectified with the utmost good feeling on all sides by a call on the

parents, where a punishment at the school-room might only have suppressed, not conquered, the evil desire in the child. And again, though children (and one other class) are proverbially truth-tellers, they some times fail to have a clear conception of the truth in their own minds before they tell it, and, in consequence, many acts of a teacher are subjected to severe criticism, or wholly condemned, merely because the parent heard only 'tweedledum' and not 'tweedledee'. For instance—it is 'tweedledum' for a boy to play in the snow till a quarter past nine, and 'tweedledee' if the teacher sends him home for an excuse—'on such a cold day, in all this snow'; 'tweedledum' for Aramintha Ann to come in just too late for her lesson 'because baby had the snuffles', and 'tweedledee' for the teacher to imagine an illy-prepared lesson had more to do with her dilatoriness. It is 'tweedledum' for capitalists to say that 'children do not learn as well as they used to when *they* were boys—teachers must be at fault, since every thing is done and so much money expended to keep up the schools'; 'tweedledee' if we suggest that, like all citizens of our glorious Union, we claim the right to a hearing, and mildly insinuate that it would be advisable to visit the schools more frequently, and judge for themselves, suggest improvements, see where changes are necessary, make more sure that the money so generously voted for school purposes is not squandered, and if children do not advance with sufficient rapidity, find out why it is.

But I weary you, and shall lead you to imagine that I do not duly appreciate and am not truly grateful to those kind friends and patrons whose cheering words of sympathy and 'God-speed' are like cold waters to a thirsty soul, in our endless routine of duties. Many there are, and may there never be less,—we have not one among them to spare.

I have gone far from my text, I see, and must come back. Much, very much, of our great work of awakening interest lies with our own immediate selves. We can not interest children in any thing in which we are not ourselves interested. We can impress upon their minds no truth in which we have but a half-way belief, or a poor understanding. Thorough preparation and complete mastery of every branch and bearing of our subject is the only safe course for us; and it will not do, either, to allow our own complete knowledge and often consequent weariness of a hackneyed subject to take from it the interest it must be made to have for the child just learning it for the first time. It seems some times very hard, when burdened with all the perplexities of our school life and as many of the ills of the flesh as are common

to our calling, to feel an interest in the person and number of Jane Ann Sophia's *extremely common* noun, or to care whether William Augustus Frederic has 526 or 527 as the result of his mathematical labors. But we shall find, in almost all cases, many things pertaining to the lesson just touched upon in the book, where we can enlarge upon the subject and make it seem like a different thing. It may bring to our mind some pleasant thought, some half-forgotten association. We give the children the benefit, and, almost before we are aware of it, they are all alive with interest, and a shadow falls upon their faces as the clock points to the close of the hour for recitation.

Children study better, too, if a teacher is *happy*—if they see that the school-room is a pleasant place, not a prison, to her (or him). My conscience smote me sorely, once, when a little girl said "Smile again, won't you, dear teacher? you have n't smiled for ever so long, and it looks so good." The smile that followed this sally helped a long lesson in arithmetic sensibly, I know. I remember, too, another day, overhearing one girl say to another, "What makes every thing go so nicely to-day?" "Why, do n't you see? it's because the teacher is so happy." After such evidence as this, dare any of us presume to present ourselves before those quick eyes and impressible hearts with cloudy brows and harsh voices? True, we can not always conquer our own feelings: sorrow writes itself upon our faces, and the crow's-feet of care will stamp themselves around weary eyes; yet in another sense we *may* control our appearance. It is in the power of every one, by pure thoughts, pure words, pure deeds, pure associations, and pure expressions, to make their whole lives pure, and their faces come, by and by, to wear the sweet impress which shines through the mist of pain or sorrow, like a light shaded to protect the eye—more beautiful than the full glare. Envy, discontent, and malice, write their names in ugly scrawls and unmistakable wrinkles; truth, love for humanity, and faith in God, will as surely leave their bright traces in the gentle smile, the kind look, the quick, tender sympathy for all want and need of soul and body, and a spirit ready to 'rejoice with them that do rejoice and weep with them that weep'; and for no one is such a spirit, such a life, more necessary than for a *teacher*. They who daily present themselves before the discerning eyes of childhood must keep their hearts pure, and their lips that they speak no guile, if they would exert over them that influence which it is their duty and their privilege to do; if they would rouse in them that true interest in all things good, and true, and beautiful, which is all that makes our life worth living here, or gives us hope for that which is to come.

S. F. G.

L I N E U P O N L I N E .

It was not the cry of the vanguard of abolitionists, nor the crack of John Brown's rifle, that blotted slavery from the land, but the reëcho of their bugle-notes through the North, and the resounding of shot and shell through the South. First impressions are powerful, many times, but it is the continuous repetition that fixes these impressions. Occasionally a soul is turned from the error of his ways by some sharp-spoken word, but the masses are convinced by the 'line upon line and precept upon precept' that they hear at home, in the Sabbath school, and at the sacred desk.

Much time is lost in the school-room in driving nails which are never clinched by reviews. I do not suppose that it is the purpose of any teacher to pass over a study simply for the sake of passing over it, but that the pupils may know and understand it. This can only be accomplished satisfactorily by frequent reviews. Not less than one half of the time of each recitation should be given to review, and this should be done with some system, else it will fail, as does every thing without system.

I have learned something from experience in this regard. I have taken classes through studies with a good understanding of the matter for the time, but without review, and found afterward that not one in ten could pass an examination upon it. I have taken other classes with no other review than a hasty one at the close of the term to prepare for a public examination, forgetting the old maxim of the Latins, "Learn not for school, but for life." But I have used with success a system of review something like the following: Commence each daily recitation with a review of the two previous ones; once in two weeks, give an entire recitation to review; and at the close of a term or a book, devote two weeks—more or less, as the work demands—to a thorough gathering-up of the topics passed over.

There is a very mistaken idea among pupils, and some teachers connive at it; that they may just as well leave school a few weeks before the close of a term, for the time is to be given to review; while, in fact, these weeks are the most valuable of the whole term, for they fix the knowledge gained and make it available for after use.

What I say unto one, I say unto all—Review.

H.

Princeton, Ill., August 24th, 1871.

B O T A N Y .

BY LOUISE A. THOMPSON.

IN its ordinary signification, Botany includes merely the descriptive classification, nature and growth of plants, often being treated simply as the science of flowers. When presented as it may be, it should be neither dull nor uninteresting. Flowers, from their beauty and wondrous delicacy of structure, their curious habits of growth, their individual characteristics (often no less strongly marked than in man), and, perhaps more than all, by their close association with our every-day life, are, at the same time, beautiful to the eye and pleasing to the mind. The careful study of their peculiarities continually unfolds new wonders, which even the careless mind of a child contemplates with eager curiosity. Common weeds, a simple blade of grass, become instinct with new life; they fill their little place on this great earth with steadily-increasing interest, until they almost seem to breathe.

Knowledge of the natural sciences, founded as they are upon things visible and tangible about us, should to a certain extent be imparted as pure object lessons. Sight is the great medium of certainty: we trust too readily the evidence of the ear, but are sure only of what we see; remember objects accurately or dimly, in direct ratio to the thoroughness of our examination of them. It is said that Agassiz, in instructing his pupils in his favorite science, places before the beginners some appropriate specimens, saying, only, "Tell me what you see." To inexperienced eyes it may be only an ugly stone, whose shape, size and color are soon learned by heart. The second lesson is like the first, and so the third and fourth, until, awakened, and guided by the questionings of his teacher, the pupil detects new appearances, compares, and notes resemblances, and begins to learn by his own observation. The evident necessity of this goes far in influencing our judgments of persons, our opinion of them being greatly modified by our knowledge of their experience. We trust more implicitly the physician whose skill has been tested by actual practice; we scout the idea of a lecturer upon foreign lands whose travels have been limited to his native state; and we listen with ill-concealed impatience to descriptions of objects of which we can form no idea: nor do we ever completely comprehend until to hearing is added sight.

Webster once said that all he ever *knew* he *saw*; and if this be true

of mature minds, how much more so of children. For their comprehension, they need something more than a dim mental picture; they must have real, present objects. There are lessons enough to be learned by hard study, those which, though dull and dry, exercise the memory till it becomes quick and retentive. Even some oral instruction—as upon lines, angles, and similar subjects—is, to a greater or less degree, a memory exercise; but should not these lessons upon near, natural objects be made interesting and real—a welcome relief from book and slate? Common as are the various forms of vegetable life, the simplest of them is a dead letter to children till explained. The copied lesson may be carefully learned and smoothly recited; it will rarely be attractive. The child learns the names of the parts of the leaf, the terms applied to their outline and shape; learns that they are veined according to a certain plan, can recapitulate their various uses; or, may be, can promptly and accurately give the technical names of the parts of the flower—all useful and necessary; but, in stead, give him a leaf or a flower, and let him tell you what before you taught him. His eager questions will soon discover the necessary names, and he will retain and apply them thus, far better than from the former lip-service. Wide awake now, with something for brain and eye to do, he handles it, though clumsily, with a new feeling, as he sees its intricate veinings, its delicate structure, the shading and tinting and shaping of its various parts. He has learned a new lesson—*new*, though he be naturally observing; one which he will retain far longer, and more satisfactorily to his teacher, than one learned by rote, for he will remember what he has *seen*.

Above all this, outside of the mere utility of such sight-seeing, are advantages not to be underrated. It cultivates not only perception, but a spirit of inquiry, which in after years may become a powerful force. See the look developing from blank carelessness into attentive wonder, as you show him the tiny leaves packed away in the seed, or tell him how plants breathe and sleep. If he be of ordinary curiosity, specimens will multiply as rapidly as his questions, and he will know for himself whether what you tell him is true. Here, in this very *self*-knowledge, is one of the greatest benefits of this science, which develops more visibly than most others habits of *independent* thought. We accept geological testimony as collected by master minds, to whom research has been possible, though the rocks astound us with their evidence of untold ages of gradual growth and the remains of strange creatures which existed before man was. The science of the heavenly bodies, as now understood, is the result of the unwearied observations

of astronomers in all ages. The foundation is laid, the structure fast being completed. In this of Botany, with the vast volume of Nature at hand, each may lay for himself a foundation whereonto rear a structure grand and lofty.

Again, the study of plants cultivates accuracy, and nicety of discernment. As the watchmaker, with experienced eyes, detects the minutest grain which clogs the delicate machinery of the watch, the student of nature notices shades of difference in mechanism and habits unobservable to the unskilled.

Delicacy of touch is another advantage, which, in these times of harsh handling, may become an accomplishment. By and by, the fingers which at first so clumsily grasped the stem will acquire a degree of skill in manipulating the smallest specimen. Is it nothing that hands so much more readily familiar with ball and knife become dexterous in the use of the dissecting-needle and the microscope? With gentleness of touch, and proportionate with the interest of the pupil, comes a tenderness for the lowly, helpless life of flowers, and for their beauty a love which may soon widen out into a love for all Nature: an influence mighty in its bearings upon the rapidly-forming tastes and habits of the child.

Pleasant thoughts, too, will always be revived in connection with this flower, or the spring buds of that tree, or the use of certain roots. Every year will only deepen the impression, by repeating the appearances first observed. To retravel familiar ways is always pleasant; and in years to come, when Botany becomes a regular study, there will be a real pleasurable satisfaction in recognizing way-marks here and there. So much for the child.

The careful student of Botany derives much the same discipline from its systematic study as from the more abstruse principles of Geometry. Discernment joins with reason to attain certain results. The simple analysis of flowers by an artificial 'key', though all its requirements be clearly understood, is but a subordinate object. Such analysis is indispensable in tracing a plant to an unknown family, but it is not enough to have barely a sufficient idea of its structure to trace it to some name whose description answers, and call it analyzed. As in the mind of the greatest of the early botanists, Linnaeus, there was a classification based upon natural resemblances between plants, there must be in the mind of the student a grasping of the various orders with their several characteristics, so that this or that may be recognized by its family relations as readily as we recall the face of a friend. This comes only as the result of patient, observing labor.

Science demands more. Year after year, over and over again, is completed the cycle of root, stem, leaf, flower, and fruit, back to the seed again. The strange and uncouth technical terms of science do not represent dead facts, but each year brings back its fresh life, through which every individual may develop new truths. Right here, however, the principle applied to the child loses its force. Sight is necessary to understanding, but sight alone is not enough. I once heard it said, "Many think that seeing much is knowing much." Not necessarily. The mere hoarding of dry specimens is no science. The appearance, character and power of plants must again and again be studied, with reference to their general and peculiar relations to the wide world-kingdom, until research ceases, contented with the results of her labor. Then, and only then, will true science be attained. Gray comprises the whole in these words: "Botany, comprehensively considered, embraces every scientific inquiry that can be made respecting plants,—their nature, their kinds, the laws which govern them, and the part they play in the general economy of the world. It also includes their relations both to the lifeless mineral kingdom below them, from which they derive their sustenance, and the animal kingdom above them, endowed with higher vitality, to which they in turn render what they have thus received." Standing thus between the inorganic world and the *higher* life of the organic, they are the world's great chemists, extracting from the atmosphere and from crude mineral matter the sustaining principles of all life, and transforming them, by processes vainly striven to be imitated, into true vital force. And since life itself is but the result of such world-wide transformations, all arts depend, either directly or indirectly, upon the vegetable kingdom for their support, and all conditions and circumstances of life are equally dependent. Ages ago, the rank vegetation of the carboniferous epoch cleared the air of the poisonous gas which enveloped the earth, and fitted it, at last, for man; and to-day, the healthy equilibrium of soil and atmosphere is maintained partly by this same plant-life.

We forget the richness and bloom and verdure of fruit and flowers and foliage, which, whether we are conscious of it or not, enter largely into the sum of all our enjoyments. Wood-clothed mountains, fragrant fruit-laden orchards, golden grain-fields, brown nuts, and purple grapes, nourishing roots hid away in the dark soil, the downy cotton-plant and the fibrous flax, pour out the richness of their life to add to the wealth of our own. Should not man, then, enter into fullest sympathy with their beautiful life, and, gathering up into his own their freshness and perfume, and faithfully interpreting them by the light he has to-day, 'look through Nature up to Nature's God', acknowledging his goodness and bounty?

HINTS ON SCHOOL ARCHITECTURE.

SOME years ago, the writer felt bound to protest against the popular propensity to build costly school-houses, and then to stint teachers' salaries by way of economy—to put thousands into towers and Mansard roofs, and to deny a dollar for libraries and apparatus. Another and a more emphatic protest is needed against school-buildings which are in no way fitted for school purposes; which would answer equally well, so far as special fitness is concerned, for warehouses, or workshops for any kind of hand labor.

In most cases school-houses are planned exclusively by men who have no practical knowledge of school-room work. Architectural effect is aimed at most of all. The building-committee look more at the 'front elevation' and the estimates of cost than at the convenience of the building. Any modifications proposed are likely to be dictated by regard to outside effect rather than by a knowledge of the requirements of convenience. It is taken for granted that the architect knows his business better than any of the school-board, and the details are left entirely to him. Perhaps the last person to be consulted in the matter is the school-teacher who has had experience in buildings of the size proposed and who best understands the necessities of convenience.

Admitting that an architect best understands many things in regard to the construction of buildings, it may safely be said that any architect would give a better building for the same money after consulting with a teacher of large experience in the interior working life of schools. And any district which can afford to pay an architect a handsome fee for his plan can better afford to pay a competent teacher a good fee to overlook his plan and suggest those modifications which long experience justifies, or those additions which are almost always required, at extra expense, after the building is completed. The vast majority of school-buildings are without things which might have been added at first without any extra cost, but which can not easily be put into the finished building.

For example, few school-houses are so planned as to have a principal's room, conveniently located, and communicating by means of call-bells and speaking-tubes with every room in the building, and particularly with the janitor's room. The expense of these conveniences is small at first, but when the building is once finished they can hardly be afforded. Hardly one school-house in twenty has a room specially designed for a library and a cabinet; yet a school is decidedly behind

the times without both. A large, plain room for the reception of pupils before the school-rooms are opened, where they can be warm and comfortable at intermission, and yet be likely to do no damage, is a necessity where pupils come a long distance, or where they are in the habit of remaining at noon. A play-room for stormy weather will repay its cost. Closets for dinner-pails, racks for umbrellas and over-shoes, conveniences for washing, and a supply of drinking-water on each floor, can easily be provided, and repay cost.

A large assembly-hall, conveniently located for all the rooms, where all the pupils can be brought together daily, or, at least, weekly, is a very great convenience. It aids much in keeping up the unity and discipline of the school. It is desirable that every public exercise of the school should be upon its own premises. An examination or an exhibition held away from the school premises seems to belong to something else rather than to the school.

And most emphatically, school architects and school authorities, our school-houses ought to be larger on the ground and of less height. This climbing of long flights of stairs tells fearfully upon the health of our girls and of our female teachers. Two stories only, if you please, and give us broad stairways, with gradual rise, and at least one broad landing to break the steep ascent. And if the ground be too narrow to admit of expansion, why not, in those buildings where steam is used, put in an elevator for daily use?

Another thing which architects generally forget and teachers should not is to have the furnace-flues of ample size, so that a great volume of air can be admitted. A large column of warm air warms and ventilates more effectively than a small column of hot air. If furnaces are used, their location is a matter of great consequence. They should receive readily from the outer air a constant and abundant supply; and the fewer angles in the flues, the better.

These points are suggested partly to call out hints in the same direction from others. Speak out, brethren, and let us be comfortable, if we can.

Y. S. D.

A SUPERINTENDENT'S DUTIES.

BY J. N. HOLLOWAY.

- In the May number of the Teacher was a call from Mr. Kimball for 'an article or two on the duties of school superintendents, and how to

perform those duties'. This call was supplemented by a request of the editor that some of the experienced and successful superintendents or principals of the state respond to it.

I thought the call good and timely. Our educational journals and institutes are surfeited with matter relative to teaching; but there is a great dearth in regard to the important and responsible work of superintending. The graded system is undoubtedly the best; but the great difficulty has been that in so many cases it is poorly worked. It seems to me that an interchange of ideas and plans, as the fruits of successful experience, would be of incalculable advantage to principals of schools.

For my personal benefit and for the general good of education, I hoped that several of our old and experienced superintendents would favor us with articles on the above subject, and I have impatiently awaited their appearance in the Teacher. Being thus far disappointed, the idea struck me that, perhaps, we were all in the condition of the human family when, 'once upon a time', they were assembled together to see what a wonderful noise they could make by all yelling at once. The signal having been given, each remained silent to hear the others. Amidst this profound taciturnity, in my suspense, I proceeded to a neighboring city to interview personally an experienced and successful superintendent—one whose eminent standing and venerable years in the profession challenge the respect of the pedagogical fraternity. When I had reached his residence and was ushered into his sanctum, he arose from the perusal of Rousseau to greet me. Having passed the formalities of the day with him, I made known the object of my visit. He expressed great happiness with the opportunity of contributing what little fund of wisdom he had gathered from experience and study to the important work of managing a system of schools, and suggested that, as I knew best what I wished, I should ask questions, and he would answer them to the best of his ability.

"To clear away the brush from the subject," said I, "that we may have a mutual understanding of the terms we use, I would first ask what you consider a graded school to be."

I imagined this question raised me in his estimation, for he turned upon me with a scrutinizing gaze, as if to discern real greatness under a garb of unsophisticated simplicity, and said, "This is a very discreet mode of beginning an interlocution, and if the schoolmen had taken this precaution, they might have escaped their bloodless *machalogia*. A graded school is one whose pupils are grouped together according to their mental condition and intellectual wants. Each group is fed upon the same mental pabulum and generally is called a grade. Three

subdivisions of each grade are usually made and called sections. By the latter arrangement, those children whose mental condition is more nearly the same are brought together. In the course of study prepared, a year, or nine months, is allowed the lowest section, or the section just beginning it, to complete the work of a grade; six months is allowed the intermediate section, and three months the advanced section. Pupils are thus promoted regularly at the close of every quarter, and only then. It is not at all essential to a graded school that all the children of one grade occupy the same room; they may be in several rooms. One section alone may be sufficiently large to occupy one room, in which case the pupils are divided into three classes and recite alternately; or, a teacher may have three classes of different grades in the same room. It matters not in what part of a school-building a class is found, so it belongs to the proper grade and proper section of that grade. It is customary, however, as far as convenient, to put classes of the same grade in a room together."

A man whose mind is suddenly awakened by the gleam of truth is like Rip Van Winkle shaking off his slumbers; it requires a few moments to steady his staggering consciousness. When the venerable educator paused, I for a moment sat bewildered before exclaiming, "Sir, your idea of a graded school, which I must acknowledge seems to be the true one, reflects severely on me, and as a conscientious man I can only offer as an extenuation of my fault that I live in Egypt, where it never rains ideas. When I return, I will at once set myself about organizing my school according to the system you have presented. Can you give me some directions how to effect this organization?"

My distinguished teacher, from my manner and last remarks, evidently recognized me in my real character,—a man who had more zeal than knowledge, and who, for want of invention and proper professional education, had incumbered many a school; so, though my greatness sank into littleness in his estimation, my honesty of intention won his pity. He therefore replied,

"Your frankness of manner and readiness to adopt what you conceive to be right are commendable. There are many, indeed, of our brotherhood who, like the A B C Shooters of the 14th century, are constantly itinerating from school to school; and to such a good plan of organizing a school would be very valuable. I will therefore suggest a mode which I have seen adopted with good results.

"A principal, before beginning the work of grading a school, should have a course of study marked out in his mind with yearly and

quarterly divisions, as I before suggested; and, in the second place, he should have become acquainted with the attainments and mental abilities of each pupil. The latter work, if he is a stranger, he can only do by personal examination, which would consume entirely too much time in a school of six or seven hundred pupils. The best way, I think, is to permit the children to assemble in the rooms in which they were accustomed to meet at the former term of school. The principal begins his work in any room by calling out the advanced class in arithmetic. By questioning them and their teacher, he can ascertain pretty well where the majority of the class ought to be placed on his course of study. He then writes 'Class A' on the blackboard, and under it writes the studies for the class, with the place for them to begin in those studies. The next lower class in arithmetic is called out and examined in the same general manner, their studies assigned them and written on the board under the title 'Class B'. So the principal continues with the other classes in arithmetic. He will frequently find that he can combine classes, or, if this would make the class too large, place them in the same section as separate classes. He should always put a class at the beginning of a section and never in advance of where it properly belongs. He can grade each room in the same way. The whole school can now go to work according to a system. Pupils may not always have been put in their proper places at first; but the principal will soon find this out, either through the teacher or by examination, and the mistake can at any time be corrected. Not more than three classes should be allowed a teacher."

"May I ask your reason for selecting arithmetic to grade by?"

"Pupils are generally better classified in this study than in any other, and it is one in which all the pupils above the secondary department are engaged. It does not matter so much where they begin in other branches. Other studies can be made to accommodate arithmetic more easily than arithmetic can be made to accommodate them."

"I would be glad to learn how an organization so systematic and complete can be maintained."

"Ah, there is where the efficiency of a superintendent is again demanded. He has begun the work, and he must complete it. The means by which he does this are chiefly examinations, inspection, and teachers' meetings."

Here I interrupted him by the remark that, in order not to overtax his energies and to give myself an opportunity to commit to writing what I had heard, it seemed to me best to adjourn the interview until to-morrow; for I wished to hear him at length on the manner in which those important duties of a superintendent can be best discharged.

WHAT I KNOW ABOUT TEACHING HISTORY.

BY MARY ASHMUN.

"Is Saul also among the prophets?" A year ago, if any one had asked me what particular study I should especially dislike to teach, I should have said, without a moment's hesitation, "Of all things in the world that I am sure I *can not* teach, the very chiefest is History."

But, without entering into details, suffice it to say, I *did* take a class in History; and now I am asked by one of the editors of the Teacher to present my method of teaching it! And let me say, in the outset, that whatever success my class may have obtained in this study is largely due to the kind suggestions of a friend. The Franco-Prussian War had just broken out when my class commenced its study of General History; and so, the first thing done was to have a map of France drawn upon the blackboard with colored crayons, also maps of Spain, England, and Central Europe. The scholars were requested to make themselves familiar with the position of the principal places in these countries, as well as the division of France into departments and of Germany into states. The pupils were then given for their lesson what the daily newspapers said of the condition of affairs in Prussia and France; and each one was required to bring to the class what he could find about some specified subject. To one was given the mitrailleuse, to another the chassepot, to another the needle-gun, to another the ostensible cause of the war, to another the character of Bismarck, to another the character of Napoleon Third, etc. Pictures of various guns were hunted up in the Scientific American and brought into the class; portraits of King William, Louis Napoleon, Prince Leopold, and others, were found in Harper's Weekly and other illustrated papers. Extracts from the dailies reporting the progress of the war were read by pupils and teacher, as occasion seemed to require. I think we spent more than a week with these preliminary topics before we looked into our text-book on History, which was Worcester's Elements.

The next thing in order was to look deeper, and see what had been the former relations of France and Prussia, and why. This led to a looking-up of the troubles of '66 and a hasty glance at Waterloo. Encyclopædias, old histories, and newspapers, were now the order of the day. When France was proclaimed a Republic, we immediately turned our attention to those of 1792, 1830, and 1848. Of course, this gave rise to speculations as to the probable permanency of that of

1870; and a good deal of sprightly discussion was carried on in the class. The Republic of 1848 naturally suggested Napoleon Third's career as our theme for two or three days, involving, of course, the suppression of Italian liberty. A fine poem, entitled *The Murder of Abel*, written at the time the event took place, in which Italy was represented as Abel and Napoleon as Cain, was read by a member of the class, and probably made a lasting impression. We then took a day to dispose of Garibaldi, and then went back to the first Republic of France, which opened up the career of Napoleon Bonaparte. This theme, embracing as it did the history of Europe for years, led us into the affairs of England, Russia, Austria, Italy, and Prussia, and took up considerable time; and many were the spirited remarks advanced by various members of the class relative to the life and character of that wonderful man that died at St. Helena.

Those old poems, commencing 'On Linden, when the sun was low' and 'Not a drum was heard, not a funeral note', were resurrected, and appeared to the class with considerable effect. Pursuing thus a backward study of the history of France, and keeping up as well as we could the contemporaneous history of Europe, we finally arrived at the reign of Henry IV of France. This immediately spread before us that wonderfully-fascinating period of European history when Elizabeth of England and Philip II of Spain were prominent before the world. Motley's admirable history of these times was largely drawn upon, as it was also for the life-picture of Charles V and his court. This opened the way for several lessons on Cortez, Pizarro, and Columbus.

The examination of this class at the end of the winter and spring terms consisted of questions on all they had studied, interspersed with essays, declamations, orations, directly bearing upon the subject.

But this paper is already too long; and it only remains for me to say that, from this experiment of mine, I am convinced that any body who can teach at all can teach History.

Rockford, Sept. 9. 1871.

COMPULSORY ATTENDANCE.

BY E. L. WELLS.

I FOUND, in making my last annual report, that of the persons of Ogle county between six and twenty-one years of age eighty-six per cent. had been reported by township treasurers in attendance at the

public schools during the year, at an average of nearly eighty days each. In one township the pupils attending school averaged as low as thirty-five days each; in another the average was as high as one hundred and thirty days each. The average length of the schools of the county for the year was one hundred and sixty days.

It cost about \$10.40 to school each pupil, at an average of about eighty days' attendance. This includes teachers' wages, fuel, incidental expenses, and ten per cent. of the value of the school property of the county. Each day's tuition for each pupil cost the county thirteen cents. Of this, eight cents was for teacher, two cents for fuel and incidentals, and three cents for the ten per cent. of the value of the school property. The whole average cost for each day's tuition of each pupil varied in the different townships of the county from eleven to sixteen cents; in the different districts of the county, from eight to twenty-one cents. If all of school age had attended the schools the whole time they were in session, the cost of each pupil's tuition for each day would have been six cents. The least cost for the tuition of each pupil was often in the townships containing graded schools, where teachers are generally paid the highest salaries; while the highest cost per day was often in the townships that pay the lowest wages and have the poorest school-houses. And further, the pupils in some of the schools where the cheapest teachers have been at work are no better scholars at thirteen or fourteen years of age than those of nine or ten in some of the other schools. This poor scholarship is generally owing more to the irregularity of attendance on the part of the pupil than to a great lack of qualifications in the teacher. Some times inferior teachers are paid as high salaries as good teachers in other parts of the county.

From these facts and my personal knowledge of the schools of this county, after six years of earnest labor in their interests, I believe the making and enforcing of a compulsory law of attendance upon the schools to be a bounden duty the state owes to every tax-payer in providing for an economical expenditure of the public-school funds.

The power that takes a man's money to support a school, on the plea that it is for the safety of the state and for the welfare of the individual and his property, ought to see that his money is economically expended. This power has no right to take a man's money on such a plea and claim it has no right to expend it economically.

This county now pays enough money for teachers, school-houses, fuel, and incidental expenses, to provide all in the county, that ought to attend school, with as good accommodations and instruction as are now given to those in the schools.

A school I visited yesterday had enrolled twenty-seven pupils. The teacher has been doing fair work, has been well liked in the district, and has striven to secure the regular attendance of his pupils at school. His school has been in session three months. Twenty-five of the twenty-seven pupils have been in attendance less than two months. Of these, fifteen have been in attendance less than one month. Each of these pupils counts one in the arguments of those who laud our state for so large a per cent. of attendance at its schools.

Still further do I believe that such persons calculate their large per cent. of attendance from incorrect data. In the statements which I make in this paper, if any one is considerably incorrect, it is that eighty-six per cent. of the persons of Ogle county between six and twenty-one years of age had been in attendance at the public schools during the year. The other statements are based upon figures that are reliable, but this one is made from names on winter and summer schedules, and the same names are frequently recounted in estimating numbers in attendance. For instance, from three treasurers' reports received to-day, I find given as the number of persons between the ages of six and twenty-one in the three country townships 1044, while the number of different pupils enrolled in the schools is given at 1110. These reports will be changed; but I turn to one of the reports of the State Superintendent of Public Instruction, the one nearest my hand, and the fourth county that meets my eye has on record its number of persons between the ages of six and twenty-one 2886, while it records in its public schools for the same year 4052. I look through the table and find six other counties reporting more pupils in schools than persons between six and twenty-one years of age. The same items for many other counties are nearly equal. I take up the report of 1868 for this state (the last distributed giving statistics by counties), and find thirteen counties reporting 9075 more children in schools than there are persons in the same counties between six and twenty-one years of age. Many other counties report for the same year nearly as many in schools as between the ages mentioned. Of course, the per cent. of attendance calculated upon such bases is very large; but I wish to ask my friends, who recount so exultingly our high reports of attendance, that they consider carefully the ways in which they have been misled in reaching such great results,—consider carefully the question of the great irregularity of attendance at our public schools, and show, if they can, why the state ought not to move upon this evil immediately to remedy it. And how can it be remedied except by a compulsory law of attendance at the public schools,—with just and wise modifications, of course?

What shall be done for a township in this county that provided schools on an average for the year of one hundred and thirty days, and whose pupils in attendance only averaged thirty-five days? What shall be done for this county, which is no mean one, where the average length of the schools for the year was one hundred and sixty days, and the pupils' average of attendance was only eighty days? What shall be done for the state, that shows by its Superintendent's last report that the average daily attendance is but little more than one-half of the reported total number of scholars attending?

If we fail to secure and put in good working order a compulsory law of school attendance, it will be through the opposition of the professed friends of education—those who would not be affected by the law, but who fear such a law can not be practically enforced. Why will they not let it be tried? Do they not know that the greatest obstacle in the way of the No-License Reform is the cry of professed temperance men that a no-license law can not be enforced? If the professed friends of education would unite in making and enforcing a compulsory law of school attendance, the opposition could be put into a nutshell.

I send this paper to you, not as a full argument upon the subject considered, but in response to your request to write out the items I gave in one of the discussions at the Rockford Principals' Meeting.

COURSE OF ARITHMETIC FOR INTERMEDIATE SCHOOLS.*

BY H. J. SHERRILL.

PRESUMING that the pupil has come from the primary school well grounded in the principles and proficient in the operations of the fundamental rules, I shall endeavor to give—*First*, WHAT should constitute a 'course of study for intermediate schools'; *Second*, How should the topics embraced in such a *course* be taught; and *Third*, WHY should such topics and such only be included in that course, and WHY should they be thus taught. These three questions—What? How? Why?—in some form and in some order, are the important and ever-recurring ones to the teacher, if he would be in any degree successful in his profession.

Without regarding the *order* in which the topics should be taught, the following subjects should be, in my opinion, included in an Intermediate Course: Cancellation, Common Divisor, and Common Multiple; Addition, Subtraction, Multiplication and Division of Compound or Denominate Numbers, embracing the tables and denominations of United States Money, English Money, Troy, Avoirdupois

* A paper presented at the meeting of the Illinois State Teachers' Association at Decatur, December, 1870.

and Apothecaries' Weights, Apothecaries' Fluid Measure, Long, Square, Cubic, Liquid and Dry Measures, including Cloth and Surveyor's Measure; Specific Gravity, Time; Angular or Circular Measure; and, as given in most or all textbooks, a Miscellaneous Table. Reduction of Denominate Numbers. Addition, Subtraction, Multiplication and Division of Fractions. Reducing a Fraction to its lowest terms, and its converse; an improper fraction to an integral or mixed number, and its converse; Fractions to a common denominator and to a least common denominator. Reduction of Denominate Fractions, together with addition and subtraction of the same. Notation, Addition, Subtraction, Multiplication and Division of Decimals; Reduction of Common Fractions to decimals, and converse; Reduction of denominate decimals to higher and to lower denominations. Percentage, including Commission Brokerage and Stocks, Profit and Loss, Insurance and Taxes, Duties, Interest, Discount, Banking, Exchange, Customs, and Government Bonds and Stocks. Under the head of Analysis all examples generally worked by Proportion, or by Partnership, besides a large class of other examples, can be readily worked: hence, considerable time can with good results be devoted to that subject. Involution so far as getting the square of a number, and Evolution so far as extracting the square root, and its application to the perpendiculars and hypotenuse of a right-angled triangle; Mensuration sufficient to enable the pupil to get the area and solid contents of right-angled figures, of trapezoids, of triangles, of circles, and of cylinders.

Having designated the topics to be taught, our next inquiry should be—How shall they be taught?

By principles rather than by arbitrary rules, and these principles to be deduced from practical examples properly explained and analyzed. Require the pupil to learn so thoroughly the analysis given at the commencement of each subject that he may in a similar way explain each example involving the same principle or principles, and thus make for himself a rule, even though there be none in the book. Insist upon thorough, accurate and rapid work, neatly and correctly expressed, and, by constant drill and reviews, fasten in the pupil's mind the reasoning, so that it can never be forgotten. So teach it that the connection and dependence of one part upon another shall be clearly seen, and that, so far as possible, general principles shall be deduced and linked together.

For instance: Lead the pupil to see that addition of simple and denominate numbers, of whole numbers and fractions, of integers and decimals, is based upon the same general principles and requires, in reality, the same operations in the solution of examples; that the reason for putting the first figure of each partial product under the multiplier and for placing the point in decimals is the same. Teach your pupils that the several steps in the extraction of the square root are only the reverse processes of forming the square, and the explanation thereof by blocks and figures is an *illustration*, not a *reason*; that in mensuration the process of finding the area of a right-angled quadrangle and of a cylinder is in effect the same. In short, bring, so far as possible, arithmetical operations to a few general principles, and have those principles stated as concisely as possible.

Why should such topics be included in the course, and why should they be thus taught?

In such a course as we are discussing, such topics and such only should be in-

cluded as are necessary for the average class of pupils to enable them to do the ordinary business of life and to fill the ordinary stations of life creditably. A large share of pupils never attend school after passing the Intermediate grade: hence the necessity of their learning *how to learn*, and thus, if disposed, being enabled to educate themselves, though deprived of schools and of the living teacher; and, as far as possible, by their school training being led in the way of reasoning from cause to effect and from particular examples to deduce general principles.

EDITORIAL DEPARTMENT.

COMPULSORY ATTENDANCE, ONCE MORE.—During the discussion of the compulsory law at the Rockford meeting, last summer, Mr. E. L. Wells, Superintendent of Schools for Ogle county, gave some facts and figures touching the schools of his county, which seemed to us very interesting and valuable, and which we thought would interest our readers. We therefore requested him to write them out for the Teacher, together with such inferences as he thought might fairly be drawn from them. He has kindly complied with our request, and his paper will be found in the present number. From the facts which he gives, he deduced an argument in favor of a compulsory law. We thought at the time, and we still think, that the results reached in Ogle county afford one of the strongest proofs that such a law is unnecessary.

His statistics show that 86 per cent. of all the children of Ogle county between the ages of six and twenty-one years were in the public schools last year an average of eighty days each. If this be not a satisfactory showing, we are at a loss to know what friend Wells would consider satisfactory. He has given us the cost for each pupil per day, in case all of school age had been in attendance upon the schools during all the time they were in session; but he certainly would not have us infer that he is in favor of a law compelling any such attendance. We think that he has good cause to congratulate himself and the people of his county upon the success of their schools. We can very easily believe that, as he suggests, the eighty-six per cent. is in excess of the actual attendance. It is more than we would have supposed possible; but, after all reasonable deduction has been allowed, still the exhibit is most creditable and encouraging. The wonderful results of the compulsory system in Prussia are often referred to, but Ogle county, under the voluntary system, is far in advance of that country. According to the statistics given by Mr. White, of Ohio, in the discussion at St. Louis, the number of youths between the ages of 6 and 14 due at school in Prussia is 3,223,362; actual enrollment, 2,605,408, showing the attendance to be almost exactly 80 per cent. The attendance of those between 6 and 21 is not given, but it would certainly fall far below 80 per cent.

Another fact presented in the paper is worthy of notice as bearing upon this question. Mr. Wells has discovered that where they have the best school-houses and the best-paid teachers, there the cost per pupil is the least; and where they

have the poorest school-houses, and the teachers are paid the lowest wages, there the cost per pupil is the highest, showing that the best attendance is where the schools are the best, and *vice versa*. Now, this being the case, the most natural remedy for poor attendance would not be a compulsory law, but the erecting of better school-houses, and the employment of better teachers.

We do not care to prolong this discussion. We trust that every one will read and ponder well the statistics furnished by Mr. Wells. If such statistics could be had from every county in the state, we believe that they would fully establish the efficiency of the voluntary system, and put an end to this clamor for a compulsory law. They would show that, where the schools are what they ought to be, no compulsion is needed.

REVISION OF THE SCHOOL-LAWS OF ILLINOIS.—We give below the report of the committee appointed by the Principals' Society, at Rockford, last summer, to suggest amendments to the school-law of the state. The subject is one of vital interest to all who have the welfare of our schools at heart, and we cheerfully surrender a portion of our space in order to lay before our readers, in full, the recommendations of the committee. The report, we are confident, will meet with the cordial approval of the educational men of the state, and we trust that its suggestions will have their due influence with our legislators when the matter shall again come before them.

The Committee upon Revision of the School-Laws of the state, appointed at the Rockford meeting of the School Principals' Society, met in Chicago on Tuesday, August 29th, the following-named members being present: E. C. Smith, Dixon, *Chairman*; E. L. Wells, Oregon, *Secretary*; C. J. Parker, Joliet; J. L. Pickard and B. R. Cutter, Chicago. Hon. Newton Bateman, by invitation, was present and in conference with the committee.

Senate Bill No. 37, a substitute for a 'Bill for an Act to Establish and Maintain a System of Free Schools', was very fully discussed, and the committee is prepared to present its views in detail upon this bill, if occasion requires; but, after so full a consultation, the committee recommend no changes in the present law except such as are made necessary by the new constitution.

As Section 80 is the principal feature of this bill made necessary by the new constitution, the said section is here given in full as amended and recommended by the committee:

SEC. 80. Incorporated cities shall be and remain part of the townships in which they are situated, unless otherwise provided by law. In such incorporated cities as have charge and control of the free schools by any special or general act now in force, the corporate authorities shall have power, when requested by the Board of Education,—

First—To erect, hire or purchase buildings suitable for school-houses, and keep the same in repair.

Second—To buy or lease sites for school-houses, with the necessary grounds.

Third—To furnish schools with the necessary fixtures, furniture and apparatus.

Fourth—To maintain, support and establish schools, and supply the inadequacy of the school-funds for the salaries of school-teachers from school taxes.

Fifth—To issue bonds for the purpose of building, furnishing and repairing school-houses, for purchasing sites for the same, and to provide for the payment of said bonds; to borrow money for school purposes upon the credit of the city; and generally, to have and possess all the rights, powers and authority required for the proper management of schools, with power to enact such ordinances as may be necessary or deemed expedient for such purpose.

It shall be the duty of the city council, in every city having charge and control of free schools, to establish a board of education, to consist of not less than three

persons, to be residents of the city, and not more than one member from each ward of the city, to be elected by the people; except in cities containing more than one hundred thousand inhabitants, where the common council shall have power to appoint the members of the board of education.

When such board shall be established, schools shall be governed as hereinafter stated, and no power given to the board shall be exercised by the city council. The board of education, when established, shall have the entire superintendence and control of the schools, and it shall be their duty to examine all persons offering themselves as candidates for teachers, and when found well qualified, to give them certificates thereof gratuitously; to visit all the public schools as often as once a month, to inquire into the progress of scholars and the government of the schools; to prescribe the method and course of discipline and instruction in the respective schools, and to see that they are maintained and pursued in the proper manner; to prescribe what studies shall be taught, and what books and apparatus shall be used. They shall have power to expel any pupil who may be guilty of gross disobedience or misconduct, and to dismiss and remove any teacher, whenever, in their opinion, he or she is not qualified to teach, or whenever, from any cause, the interests of the schools may, in their opinion, require such removal or dismissal. They shall have power to apportion the scholars to the several schools. It shall be the duty of the board of education to establish all such by-laws, rules and regulations, for the government and for the establishment and maintenance of a proper and uniform system of discipline in the several schools, as may, in their opinion, be necessary. They shall determine, from time to time, how many and what class of teachers may be employed in each of the public schools, and employ such teachers and fix their compensation. It shall be the duty of said board to take charge of the school-houses, furniture, grounds, and other property belonging to the school-districts, and see that the same are kept in good condition, and not suffered to be unnecessarily injured or deteriorated, and also to provide fuel, and such other necessities for the schools as, in their opinion, may be required in the school-houses or other property belonging to said districts, and to lay off and divide the city into school-districts, and from time to time alter the same and create new districts, as circumstances may require. The said board shall appoint, from their own number, a president, and shall elect a secretary, and provide themselves with a well-bound book, at the expense of the school-tax fund, in which shall be kept a faithful record of all their proceedings. The board of education shall have power to elect a superintendent, and assistant-superintendent when deemed necessary, and to fix the compensation for such officers. The yeas and nays shall be taken, and entered on the records of the proceedings of the board, upon all questions involving the expenditure of money. None of the powers herein conferred upon the board of education shall be exercised by them except at a regular or special meeting of the board. It shall be the duty of the board to report to the city council, from time to time, any suggestions that they may deem expedient or requisite, in relation to the schools and the school-fund, or the management thereof, and generally to recommend the establishing of such schools and districts, the purchase, sale or leasing of school-sites, the erection of school-buildings, the purchase of apparatus and school-furniture, and the making of such alterations and improvements, as they may deem beneficial and expedient. The board of education shall annually prepare and publish a report of the number of pupils instructed in the year preceding and the several branches of education pursued by them, of the number of persons between the ages of eight and twenty-one unable to read and write, and the receipts and expenditures of each school, specifying the sources of such receipts and the objects of such expenditures. They shall also communicate to the city council, from time to time, all such information within their possession as may be required.

All conveyances of real estate shall be made to the city, in trust for the use of schools; and no real estate, or interest therein, used for school purposes or held in trust for schools, shall be made, except by the city council, upon the written request of such board of education. All moneys raised by taxation for school purposes or received from the state common-school fund, or from any other source, for school purposes, shall be held by the city treasurer as a special fund for school

purposes, subject to the order of the board of education, upon warrants to be countersigned by the mayor and city clerk or comptroller; but said board of education shall not add to the expenditures for school purposes any thing over and above the amount that shall be received from the state common-school fund and the amount annually appropriated for such purposes.

Any person, whether male or female, having resided in such city more than two years next preceding his or her appointment, shall be eligible to office as a member of the board of education.

Nothing herein shall be so construed as to authorize any board of education to levy or collect taxes, or to require the city council to levy or collect any tax upon the demand or under the direction of such board of education.

The members of the board of education shall be divided into classes in such a manner as to provide for an annual change of not less than one-fourth nor more than one-third of the whole number of members, and the members elected or appointed under the provisions of this act shall, within one month after such election or appointment, determine by lot the classes to which the members shall severally belong.

E. L. WELLS,
Secretary of Committee.

FREE PUBLIC LIBRARIES.—The importance of establishing every where, in towns of sufficient size, Free Public Libraries and Reading-Rooms is only just beginning to receive from philanthropists the attention it deserves. That such libraries and reading-rooms have a certain and successful future, so soon as their importance and usefulness are realized by the public, may be taken for granted. The late Mr. George Ticknor, in his Report to the Trustees of the Public Library of Boston, July, 1852, speaking of the Common-School System, says, "It imparts, with a noble equality of privilege, a knowledge of the elements to all its children; but it affords them no aid in going beyond the elements. It awakens a taste for reading; but it furnishes to the public nothing to be read. It conducts our young men and women to that point where they are qualified to acquire from books the various knowledge in the arts and sciences which the books contain; but it does nothing to put those books within their reach." "Why", he inquires, "should not this prosperous and liberal city extend some reasonable amount of aid to the foundation and support of a noble public library, to which the young people of both sexes, when they leave the schools, can resort for those works which pertain to general culture, or which are needful for research into any branch of useful knowledge? . . . All the reasons which exist for furnishing the means of elementary education, at the public expense, apply in an equal degree to a reasonable provision to aid and encourage the acquisition of the knowledge required to complete a preparation for active life, or to perform its duties." And further on, he says, "For it has been rightly judged that, under political, social and religious institutions like ours, it is of paramount importance that the means of general information should be so diffused that the largest possible number of persons should be induced to read and understand questions going down to the very foundations of social order, which are constantly presenting themselves, and which we, as a people, are constantly required to decide, and do decide, either ignorantly or wisely."

Since the penning of these lines by one of the noblest ornaments of American scholarship and literature, and largely in consequence of them, the Boston Free Public Library has grown to be of world-wide fame, the pride and beneficent glory of the city where it is located, as well as the model and encouragement for hundreds of similar libraries in Europe and in our own land. From its Nine-

teenth Annual Report, just published, we learn that it has 180,000 volumes, only exceeded in size, in this country, by the Library of Congress. Its increase last year was over 18,000 books, and nearly 15,000 pamphlets. The number of persons registered as using the library—all without charge,—32,370; the number of librarians and assistants, 54; the amount of money expended the last year, over \$70,000.

These magnificent results are alluded to here only in passing. They confirm the opinion that Free Public Libraries are needed every where, and, if properly managed, will be useful and appreciated.

It is unnecessary to dwell here on the many failures in establishing school libraries and township libraries in various states and at different times. The reasons for those failures are now pretty well understood. In nearly every case provision was made, and in the most scanty manner, for books alone. No adequate provision was attempted for a library-room, for librarians, for gas and fuel, and other expenses. The designs were conceived on too narrow a plan.

The experience of twenty years, and the success of very many now flourishing free public libraries in Massachusetts and other Eastern States, established on a broader basis and with more liberal views, ought to encourage the attempt now making to introduce a similar system of institutions in Illinois—a state which is always among the first in every good word and work.

We give herewith the form of a bill now before our legislature, introduced by Mr. Caldwell, of Peoria, March 23d, and passed to its second reading April 10th, and which will come up for final action at the adjourned session in November. And we desire, in the most emphatic manner, to call the attention of all friends of education and liberal culture to the importance of this or some similar measure. x.

A BILL FOR AN ACT AUTHORIZING CITIES TO ESTABLISH AND MAINTAIN FREE PUBLIC LIBRARIES AND READING-ROOMS.

SECTION 1. *Be it enacted by the People of the State of Illinois, represented in the General Assembly,* The city council of each incorporated city shall have power to establish and maintain a public library and reading-room, for the use and benefit of the inhabitants of such city, and may levy a tax of one mill on the dollar on all taxable property of the city for such purpose, to be known as the 'Library Fund'.

SEC. 2. Any city council that shall have decided to establish and maintain a public library and reading-room, under this act, shall proceed to appoint a board of nine directors for the same, chosen from the citizens at large, with reference to their fitness for such office; and not more than one member of the city council shall be at any one time a member of said board.

SEC. 3. Said directors shall hold office: one-third for one year, one-third for two years, and one-third for three years, from the first of July following their appointment, and at their first regular meeting shall cast lots for the respective terms; and annually thereafter the city council shall, before the first of July of each year, appoint as before three directors, to take the place of the retiring directors, who shall hold office for three years, and until their successors are appointed.

SEC. 4. Vacancies in the board of directors, occasioned by removal, resignation, or otherwise, shall be reported to the city council, who shall fill them in like manner as original appointments; and no director shall receive compensation as such.

SEC. 5. Said directors shall, immediately after their appointment, meet and organize by the election of one of their number president, and by the election of such other officers as they may deem necessary. They shall make and adopt such by-laws, rules and regulations, for their own guidance and for the government of the library and reading-room, as may be expedient, not inconsistent with this act. They shall receive from the city treasurer all moneys collected to the credit of the library fund, and shall have the exclusive control and disposal of the same, in or-

ANNUAL REPORTS, MADE IN ACCORDANCE WITH THE RULES

City or town....	Elgin.....	Cincinnati, Ohio.....	Portsmouth.....	Clinton.....	Lehigh.....	Kewanee.....	Pana.....	Centralia.....
Number of children of school age.....	(*)111,821	325	719	1875	1548	996		
Number of different pupils enrolled.....	1216	27,140	206	695	1157	700	568	747
Number of male teachers.....	1	110	1			1	2	3
Number of female teachers.....	18	397	4	11	17	13	7	10
Highest salary paid male teachers.....	*\$140	\$2000	*\$90			\$1500	*\$155	*\$150
Lowest salary paid male teachers.....		1000					*70	*\$10
Average salary paid male teachers.....							*112.50	*\$80
Highest salary paid female teachers.....	*60	1800	*40	\$730	\$650	*55	*60	*45
Lowest salary paid female teachers.....	*30	400	*30	315	200	*35	*35	*40
Av. salary paid female teachers.....	*40 55			394	456	*43 46	*45	*50 50
Salary of Superintendent.....	\$200	3500		1600	1500	1300	1400	
Cost per pupil for tuition.....	10 05	18 78	89 30	6 85	14 32	10 70	12 10	4 14
Entire cost per pupil.....	16 82		16 35	6 12 72	16 10	14 30	25 25	13 72
Average number belonging.....	845	21,878	190	469	674	615	401	531
Average daily attendance.....	810	20,893	161	448	614	500	368	496
Per cent. of attendance.....	95 8	95 5	84 7	93 5	91 1	95	90 5	92 8
Number of tardinesses.....	22 75	89,611	265	171	5848		979	1174
Number of days' absence.....					1155			5672
Number of weeks of school.....	40	42	37	39	40	36	37	32
Superintendents....	C. F. Kimball.	John Hancock.	M. L. Seymour.	S. M. Heslet.	I. Wilkinson.	L. C. Gray.	J. H. Woodul.	J. N. Holloway.

*Salary per month. (†)Between 5 and 6. (‡)Cost on enrollment.

der to carry out the intent of this act. Shall receive, hold and manage any gift, devise or bequest made to said library or library fund. Shall have power to occupy, lease or erect an appropriate building or buildings for the use of said library and reading-room, not expending from the library fund in any one year, in building, more than one-half the income of such year. Shall have power to appoint a suitable librarian and necessary assistants, and shall, in general, carry out the spirit and intent of this act in establishing and maintaining the best possible public library and reading room within the means at their disposal.

SEC. 6. Every library and reading-room, established under this act, shall be forever free to the use of the inhabitants of the city were located, always subject to such reasonable rules and regulations as the library board may find necessary to adopt and publish, in order to render the use of said library and reading-room of the greatest benefit to the greatest number: *Provided*, that said directors shall have power to levy reasonable fines for any undue detention, injury, damage or waste of any of the books, periodicals or other property of said library and reading-room, and may exclude and cut off from the use and benefit of said library and reading-room any and all persons who shall willfully persist in such detention, injury, damage or waste: *Provided, further*, that said board may charge annual dues, not exceeding one dollar, for each single person or family deriving benefit from said library and reading-room.

SEC. 7. The said board of directors shall make an annual report to the city council, stating the condition of their trust, the various sums of money received from the library fund, and from other sources, and how such moneys have been expended, the number of books and periodicals on hand, the number added by purchase, gift

ADOPTED BY THE ILLINOIS SOCIETY OF SCHOOL PRINCIPALS.

Dixon	Macomb	Creston	Shelbyville	Decatur	Princeton	Bloomington	Galesburg	Marshalltown, Iowa	Knoxville	Kankakee	Pittsfield	Batavia	Yates City	Maroa	Buda
953	1019	149	708	1882	775	4173	2166	1195	555	1500	750	522	251	212	250
695	811	145	610	25	0	3091	1	880	513	1185	630	477	228	1	1
1	2	1	1	3	11	1	26	0	1	4	3	1	1	3	3
10	9	2	8	11	48	1800	700	11	7	13	5	5	3	3	3
\$1500	\$1500	\$1000	*\$60	\$1500	.....	.....	.....	.....	1000	1000	*\$87½	\$1400	*\$75	*\$75	*\$75
.....	800	.....	*60	450	.....	.....	.....	.....	.....	625	*75	.....	.....	.....	.....
500	500	400	*65	700	450	720	600	*75	300	400	*40	360	*\$50	569	450
400	400	400	*40	315	360	380	380	*40	300	350	*35	324	*25	405	360
455	422	400	*44	489.89	489.89	457	461.30	*48.64	300	362	*36	345.60	*38½	465	432
1500	1500	1500	1500	1800	1500	2500	1400	1500	1500	1000	1500	1400	*87½	150	11.20
\$13.25	10.40	\$18.70	\$12.00	11.42	10.73	9.86	9.86	12.65	8.86	\$9.92	13.85	10.00	12.16	15.30	18.23
\$22.33	15.76	29.82	388.5	19.42	14.70	16.97	15.50	20.03	12.32	17.12	19.00	12.50	21.08	18.23	18.23
465	587	92	388.5	538	538	2482	1440	519.2	350	667	500	312	139	150	198
429	565	80.7	334.3	1436	515	2293	1321	468.2	282	621	480	257	124	140	.....
92	96.7	.....	86.5	94.5	95.7	92.6	91.7	90.1	80	93.2	96	92	87	93.3	91
2395	1180	147	2066	776	776	1895	1931	1931	.....	2259	2200	178	1109	1109	.....
6965	6965	1789	.....	3261	3261	.....	9529	9529	.....	.....	.....	.....	.....	.....	.....
38.7	40	40	36	36½	36	36	38	40	40	40	36	36	37	36	38
E. C. Smith.	M. Andrews.	P. R. Walker.	Jephthah Hobbs.	E. A. Gastman.	C. P. Snow.	S. M. Etter.	J. B. Roberts.	Chas. Robinson.	J. W. Bird.	A. E. Rowell.	J. Pike.	O. T. Snow.	A. C. Bloomer.	Edwin Philbrook.	D. B. Butler.

(b) Cost on average attendance.

or otherwise during the year, the number lost or missing, the number of visitors attending, the number of books loaned out, and the general character and kind of such books, with such other statistics, information and suggestions as they may deem of general interest.

MEETING OF COUNTY SUPERINTENDENTS.—The Association of County Superintendents is to hold its meeting at Rock Island, on Tue day and Wednesday, October 10th and 11th. Some live questions of the day, such as *School Legislation*, *County Normal Schools*, and others, are to come up for discussion there. The following is the programme:

Tuesday, Oct. 10th.—From 10 to 11 A.M., Opening Exercises, and a paper on *School Legislation*, by Sup't Carr, of Lake county: discussed by Sup'ts Wells, of Ogle; Richmond, of Brown; and others. From 11 to 12 M., A paper on *Teachers' Institutes*, by Sup't Charles, of Kane: discussed by Sup'ts Wedgwood, of LaSalle; Millard, of Carroll; and others. From 2 to 3 P.M., A paper presenting a *Course of Study for Ungraded Schools, with a Programme of Daily Exercises and Plan of Classification*, by Sup't McKim, of Macon: discussed by Sup'ts Kleckner, of Stephenson; Hatfield, of Tazewell; and others. The remainder of Tuesday afternoon will be for the consideration of questions not provided for in the programme. 7 P.M., Lecture by Sup't Beecher, of Kankakee.

Wednesday, Oct. 11th.—From 9 to 10 A.M., Opening Exercises, and a paper on *Requirements and Examinations for Teachers' Certificates*, by Sup't Lane, of Cook:

discussed by Sup'ts Smith, of Whiteside; Richmond, of Du Page; and others. From 10 to 11 A.M., A paper on the *Method of Conducting School Visitations*, by Sup't Hull, of McLean; discussed by Sup'ts Hall, of Stark; Comstock, of Henry; and Preston, of Lee. From 11 to 12 M., 'Query-Box'. From 2 to 3 P.M., Report of Committee on *Establishing and Organizing County Normal Schools*. The committee consists of Sup'ts Wells, of Ogle; Moose, of Mason; and Sturgeon, of Rock Island. General discussion of the above report. From 3 to adjournment, 'Query-Box', and Miscellaneous Business.

As much time is left vacant for Miscellaneous Business, it is desired that each Superintendent bring a carefully-prepared list of topics for consideration, such as he deems most practical; also, a printed list of questions for the examination of teachers, with a sufficient number of copies of the latter to exchange with all the Superintendents present.

The Harper House, in Rock Island, will entertain the members of the Association at \$2.00 per day; and it is recommended that all report themselves there, where the place of holding the sessions will be made known. The usual deductions from regular charges are expected from the Railroads.

A. ETHRIDGE,
J. P. SLADE,
S. M. MARTIN, } *Executive Committee.*

PERSONAL AND GENERAL ITEMS.

MR. HIRAM FORCE, recently connected with the schools of Mason, Effingham county, has gone to Metropolis, Massac county.

MISS GRACE C. BIBB, for two years past in the Springfield High School, has been elected teacher of Latin in the Chicago High School.

MISS BONNIE SNOW, formerly of the Princeton High School, and more recently of the Peoria schools, accepts a position in the Elgin High School.

MR. A. M. BROOKS, in years gone by Principal of the Springfield High School, and later Superintendent of Schools in the same city, returns to his old position, as successor to Mr. Frost.

MISS HUGHES, who has been teaching at Decatur, takes charge of the primary department of the Model School of the Normal University, *viz* Miss Kingsley, married.

MR. B. F. HEDGES, who has had charge of the Litchfield schools, resigned at the close of last year, and has accepted the corresponding agency for Harper Brothers, with his office in St. Louis. C. W. Catherwood, from Jacksonville, succeeds him.

J. F. GOWDY, recently of Rushville, is now Superintendent at Rock Island.

MAJOR JAMES BROWN has resigned the office of County Superintendent of Ford county: cause, greater attractiveness of the legal profession.

OXFORD UNIVERSITY, with its nineteen colleges, in 1870 conferred only seven doctorates of divinity and seventeen of civil law; whereas in the same year, our 222 colleges conferred 153 doctorates of divinity and 75 of law.

THOMAS J. SNOW has been appointed Superintendent of Schools of Marshall county by the Board of Supervisors of that county, to fill the vacancy caused by the death of John Peck, killed recently by an accident on a New-Jersey railroad.

MR. H. D. COLVIN has been appointed Superintendent of the Pekin Schools, in place of Mr. Cavert, who occupied the position last year.

MISS EMMA HOBBS, formerly a teacher in the Shelbyville graded school, accepts a call to the graded school at Pana. She is to have charge of the higher department, with a salary of sixty dollars per month.

ALEXANDER THOMPSON, foreman of the mechanical department of the Industrial University at Champaign, has accepted an appointment in the Iowa State University.

THE UNIVERSITY OF VERMONT has voted to admit women to that institution, under such rules and regulations as the faculty shall prescribe.

TWENTY or more Japanese, chiefly from among the nobility of their country, are reported to have recently arrived in the United States, with the intention of pursuing their studies in some of our prominent educational institutions. Many of the Japanese students who came here last year, having acquired some knowledge of the ordinary English branches, are now seeking the technical schools. They desire to become familiar with the methods of American engineering.

EIGHTY-ONE students from North and South America are said to be attending the Universities of Leipsic and Berlin; fourteen being in the former and sixty-seven in the latter.

SPECIAL ANNOUNCEMENT.

We take pleasure in informing *School Committees, Teachers, and friends of Education* generally, that we have in press, and shall issue on the

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Students seeking admission to the University should make application to the School Superintendent of the county in which they reside, and are required—

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 - (2.) To produce a certificate of good moral character, signed by some responsible person.
 - (3.) To sign a declaration of their intention to devote themselves to School-teaching in this state.
 - (4.) To pass a satisfactory examination before the proper officer (County School Superintendent), in Reading, Spelling, Writing, Arithmetic, Geography, and the elements of English Grammar.
-

THE MODEL SCHOOL



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On Monday, September 11th, 1871.

For further information address

RICHARD EDWARDS, President.

ILLINOIS TEACHER.

VOLUME XVII.

NOVEMBER, 1871.

NUMBER 11.

A SUMMER VACATION IN ENGLAND AND SCOTLAND. WHAT IT COSTS.

BY PROF. J. R. BOISE.

I. THE OUTFIT.—One suit of clothes only, not too thin for a cooler climate than ours, dark colored so as not to be easily soiled, and of sufficiently good quality for any occasion. I took also a summer overcoat and a shawl; both of which I needed off the coast of Labrador. A valise, with as little under-clothing and as few toilet articles as possible; a lunch-basket; and an umbrella. This was my outfit. For my daughter, one good, black alpaca dress; a warm shawl; a light polonaise, or duster, to wear over the black dress when necessary; a valise, containing the necessary under-clothing and toilet articles and one nice dress; one traveling-hat till we reached England, where it had to be trimmed over, and where also a new one was added to our stock of baggage—or, as the English always say, luggage. This outfit, we could easily *lug*, ourselves, over short distances; thus saving ourselves much anxiety, annoyance, and expense.

I took only a few letters of introduction. Two or three, from responsible men, certifying to the character and standing of the bearer, are as good as a dozen. A letter from the Governor of the state, with his official seal, might on some occasions be very valuable.

II. THE EXPENSE.—I chose the Grand Trunk Railway and the Allan line of Steamers, as the most direct and economical route, and as offering beyond all comparison the most attractive scenery on the way. My expectations were fully met; and if I go again, I intend to take the same route. Before leaving home, I paid the fare for myself and

daughter to Liverpool and back again. Railway fare to Quebec and back, thirty-eight dollars, currency, for one person. From Quebec to Liverpool and back to Quebec, one hundred and forty dollars, gold, for one person; say, one hundred and fifty-five dollars in greenbacks. Add to these items the expenses for meals and hotels to Quebec and back, say fifteen dollars (a large estimate, I think). A few dollars, three or four, should perhaps be added to the above for the customary fees to the state-room and table stewards, on board the steamer. We shall thus have a total of two hundred and twelve dollars in currency for all ordinary expenses to Liverpool and back.

We are now in England, a foreign land: what will be our expenses there? The answer is, they may be run up to almost any sum you please, or they may be reduced to a surprisingly low figure. I will give a little of my own experience, as I belong to the class of poor school-masters. I purchased eighteen English sovereigns, for which I paid one hundred dollars currency, before I left Chicago. These I carried in as secure a place as possible, in an under-garment. I deposited five hundred dollars with the Marine Company Bank of Chicago, and took a letter of credit on Baring Brothers & Co., London. I thus provided six hundred dollars for myself and daughter to be expended abroad; three hundred dollars for each person. I remained six weeks and two days in England and Scotland: one week in Oxford, eighteen days in London, four days in Cambridge, one week in Edinburgh, several days in the Highlands, and the remaining time at some intervening points of interest or *in transitu*. I purchased in London and Edinburgh two hundred dollars' worth of clothing made up to order. When I reached home, I had seventy-five dollars left. Adding seventy-five to two hundred and deducting this sum from six hundred, we have three hundred and twenty-five dollars for the amount expended abroad. Dividing this sum by two, we have one hundred sixty-two dollars and a half for each of us. Adding this sum (\$162.50) to the expenses from Chicago to Liverpool and back (\$212), we have a total of three hundred and seventy-four dollars and fifty cents for the round trip. For four hundred dollars, therefore, or even less, I have seen quite thoroughly some of the most interesting points in England and Scotland, with a general view of both countries! But this is not all. The two hundred dollars' worth of clothing that I bought is worth fully four hundred dollars in Chicago. I thus save two hundred dollars on my current expenses for a year to come.

[To be continued.]

A SUPERINTENDENT'S DUTIES.

BY J. N. HOLLOWAY.

II.

ON returning next morning to my distinguished friend, I showed him a memorandum of the salient points of our conversation on the day previous. He expressed surprise that I had so clearly apprehended his views and so accurately represented them. I replied that "the thirsty land readily drinks in all the rain"; and, as I did not wish any of the time for the interview wasted on preliminaries, I requested him to proceed at once to answer "How can a superintendent best preserve the gradation of his school?"

"My answer to that inquiry," he remarked, "must necessarily be somewhat extended. If a superintendent can have all his classes do the work of each grade well in the allotted time, the grand purpose of a school is accomplished. All school machinery, every expedient or means employed, should look to the consummation of this end. For its attainment the principal is solely responsible. For this purpose he is allowed almost unlimited power. He selects his own assistants and discharges them at his pleasure; pupils and parents must yield to his directions, and every thing connected with the school is under his control. This question with him is paramount, and the correct answer to it will be the clue to success.

"To preserve the gradation of his school, a superintendent should attend to three things, viz., give each teacher a definite amount of work to do in a definite time, aid her by advice and suggestion in doing that work, and, at the proper time, ascertain how well she has done her work.

"A month's work should be assigned to each teacher in advance. By dividing the quarterly work of a section into three equal parts he has the work for a month. At the beginning of each month he should give to each teacher a written statement of the work of each section in her room for that month. He should make that statement in writing, that there be no misunderstanding or forgetting. He can accompany it with any explanation in regard to the character of the work which he may deem proper. He should, for his own convenience and information, put it on record in a book provided for that purpose.

"In this way each teacher has an object to accomplish by a given time. Her efforts are not aimless, but to a purpose. Her reputation,

and even her position, depends on her success. She is permitted to follow her own methods, to do her work in her own way, and is held responsible for results only. Perhaps several teachers have classes in the same section, and hence have the same work. In such cases an emulation between teachers and between classes is awakened.

"Secondly, it is the duty of the superintendent to aid his assistants in their work by wise and timely suggestions. He is not to invade a teacher's individuality by requiring her to employ certain methods of instruction, or to govern in a certain way, but should leave her to her own preference in this respect. If he sees a palpable fault in her teaching, he should frankly and candidly point it out. If he can suggest what he considers a better way, it is his duty to do it. He should aim simply to improve his teachers, not to change them.

"To be able to properly advise each teacher, he should visit the different schools, listen to the recitations, and observe the management of the school. Whatever criticisms he has to offer, he should make them known only to the teacher. He should never humiliate her by publishing her faults to the school, but should always seek to strengthen her influence over her pupils by increasing their confidence in her. It is better for him to spend a half-day, or day, in one room than to be darting in and out of a half-dozen or a dozen rooms. It is more profitable to make visits less frequent and longer. He should devote his chief attention to those schools whose teachers do inferior work. A teacher who invariably produces good results needs no visits from a superintendent.

"The chief design of teachers' meetings is to afford the superintendent a better opportunity to aid his assistants. Knowing, as he does, what lies before each teacher, he can anticipate many of the difficulties that she will have to encounter and prepare her to surmount them. He can present methods of analysis for arithmetical operations, the best mode of teaching the different parts of speech and their properties, or his method of conducting a recitation in geography, and can practically illustrate his ideas by having the teachers act as a class of pupils.

"The aim of a superintendent in a teachers' meeting should be to better prepare his assistants for the work that lies immediately before them. If several classes are about to enter upon what is known as 'long division' in arithmetic, it would be well for him to exhibit how he would teach a class of pupils the process. In the same way he can make selections from geography and grammar and illustrate his

methods. An adroit superintendent may use teachers' meetings so that their fruits will appear in the school-room the following week. By them he can have his plans and ideas contribute to the work in every department of the school, imparting character and uniformity to that work. He is not to confine himself to methods of instruction alone, but should consider school management, the best treatment of bad boys, tardiness, truancy, and absence, and whatever affects the welfare of the school. He should conduct the exercises himself.

"The third means of preserving the gradation of a school is examinations. By them the superintendent should ascertain how well each teacher has done her work and how fully each pupil has mastered the subjects studied; by them he judges of both teacher and pupil, and deals with them accordingly. Examinations are to the superintendent what balance-sheets are to merchants—they exhibit results.

"Examinations should be monthly. For those classes that can express themselves in writing, they should be written; for those who can not so express themselves, they must necessarily be oral.

"The superintendent prepares ten, or more, test questions on each study embraced in the monthly work of each section. At the close of the month he hands to each teacher a copy of those questions that apply to the classes of her room. She first writes the questions for one study and for one class on the board, and gives that class a definite time to write the answers. Text-books should be collected, to prevent pupils from consulting them. She then proceeds to write a set of questions for another class, and puts it to work in the same way; and so on with the other class or classes. By this plan the whole school can be kept busy, and more time can be allowed to write the answers. At the expiration of the time designated for each class respectively, the papers are collected, and a set of questions on another study is placed on the board.

"These papers are either examined by the superintendent, the errors checked and placed on record; or, teachers of the same grade exchange papers, and either they or their pupils examine them and report the results to the superintendent.

"The oral examination of the younger classes can best be conducted by the superintendent in person. But in case he has not time, the work can be performed by proxy. He can prepare a paper, designating the paragraphs on which each pupil of a certain class is to be examined in reading; he can state the points to be observed in the child's reading—stating each in such a way that it can be answered by a few

words; he can write words for each one to spell, and ask such questions as he may deem proper on other subjects. On examination-day, teachers of the lower grades change rooms and examine each other's classes. In that examination they note answers to the superintendent's inquiries on reading, give out the words to be spelled and note the errors, and attend to any other work demanded by the superintendent. These papers are returned to him, and from them he judges of the work done.

"And now, in conclusion, permit me to enter my protest against public examinations at the close of a school term, or school year, as tests of the work done by the pupils and teachers. The temptations to sham and make-believe thwart the design of an examination."

As my sage friend, in the above remarks, kept saying just what I wanted to hear, I never thought of asking a question. I was so absorbed that I neglected to take notes, for which reason I may not have given his exact words in this account.

METHODS OF TEACHING GEOMETRY.

BY MISS H. F. GRENNELL.

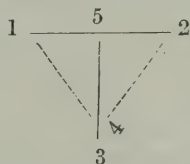
WE all know by experience that we learn most easily what we really desire to know: therefore, one of the great objects to be sought in any recitation is to provoke not only a willingness, but an anxiety, to investigate the mysteries of the study. No formal method of teaching can accomplish this. The teacher must be not only a thorough master of the subject, but enthusiastic in presenting it, and ingenious in inventing ways and means to give variety to the dull routine of recitation.

In no study are we more apt to follow, day after day, in the same old beaten track than in Geometry; and in no study is there more need to guard against a parrot recitation. Lessons in Geometry are to be seen and felt, not learned and recited. The discipline of the memory in learning demonstrations is more than overbalanced by the weakening of the reasoning powers. Definitions and enunciations can not be too accurately memorized, for they can be more readily recalled by being always given in the same form, and the author has probably selected the fewest and best words to express his meaning.

As the habit of memorizing is the principal thing to be guarded

against, the methods of teaching Geometry are chiefly directed to overcome this tendency. Among others may be suggested the following:

The pupil should realize that the perfect definition includes *all* that is to be described, and *excludes* every thing else. Give him definitions failing in either or both these respects, and have him point out the imperfections and correct them. He must feel that every condition in the proposition is *absolutely* necessary to the proof. To accomplish this, let him attempt the demonstration with first one and then another of the conditions either changed or omitted. Nothing will more effectually connect the enunciation with the proof. To keep this connection more vividly before the mind, let what is given and what is to be proved be put upon the board with each proposition as soon as the figure is constructed. For example, in the proposition "Any point of a perpendicular bisecting a line is equally distant from the extremities of that line," let the figure be constructed, and the means to work with as well as the result to be accomplished be indicated in some such concise form as the following



Given, $\begin{cases} 1, 5 = 5, 2; \\ 1, 5, 4 = 2, 5, 4; \end{cases}$
to prove $1, 4 = 4, 2.$

Never tell your pupil any thing you can get him to tell you. If he hesitate or can not go on, bring him back with the questions "What is given? What have you already proved?" and lead him on with "What is to be proved?" Never allow a smooth demonstration to go untested. Try it by every means in your power, until you are satisfied either that the pupil knows every thing or that he knows nothing about it. The questions "Why?" and "How do you know?" can not be too frequently asked. Indeed, they form almost the whole of the teacher's share in the recitation.

I would never, except some times in review, or on very rare occasions, send a pupil to the board to prepare the work of one proposition while another pupil is proving a different one. Each member of the class should hear and follow every demonstration, knowing that he may be called upon at any point to go on with it. By not expecting one pupil to go through with the whole demonstration, you gain a recitation from a greater number of pupils and the attention of each to the whole lesson, while there is no excuse for not understanding all the explanations made in the class. To save time, let the board-work of each

proposition be executed by one pupil, who follows *exactly*, be they right or wrong, the directions of those reciting, putting nothing upon the board until it is needed in the proof. Have him draw the figure so that it shall answer the conditions of the enunciation, but still be as different as possible from the one in the book, putting vertical or oblique lines where the author uses horizontal, drawing the perpendicular below as well as above the line, to the right as well as the left. In fact, teach him that a line or angle does n't necessarily mean *the* line or angle used in the book. Instruct him to study his lessons in the same way, in stead of taking the figure ready-made.

It is difficult, some times, to convince a pupil that his own faulty statement, because it sounds so *nearly* like the correct one, will not do just as well. This can often be accomplished by taking the crayon yourself, and, under the direction of the pupil, drawing the figure, taking care to follow implicitly his instructions, and where they are ambiguous, always to take the wrong interpretation. He will soon realize that he must both know and say what he means.

Too little time and attention is given to original thought. Encourage any proof different from the author's, even if in itself it is not as good. Give as many extra propositions as possible. I have some times used the following plan with good results. Dictate to the class the figure of some proposition they have not had, taken either from the advance or elsewhere. Be sure they follow exactly your direction, and have them note carefully what is given and what is to be proved, recalling the fact that nothing is given but what is necessary to the proof. With these data let them demonstrate, and nine-tenths of the class will bring you a satisfactory proof. As some will work more rapidly than others, let these employ their extra time in writing out in the most concise manner the enunciation. Suggest to them that in preparing the lesson they *attempt* to work out for themselves the proof without the author's help. It will then be their own, and not a mere following another's lead.

It adds variety to the recitation to call for a demonstration without any figure, to ask for the *methods* of proofs, in stead of the proof itself. To show upon how many other theorms one theorem may depend, accept no previous proof, but require a demonstration of every step, following each reference back to definitions and axioms. One proposition may thus be made to review nearly a whole book.

These are some of the methods of teaching Geometry: will not some one else suggest additional ones?

NOTES, LEXICOGRAPHIC AND LITERARY.—IX.

BY DR. SAMUEL WILLARD.

HISTORY OF WORDS.—There are often to be found in newspapers, magazines, and even in books, statements about the history of words which are very erroneous, and based on hasty deductions and insufficient observations. It is rare that one can tell the origin of a word or phrase and at the same time say where and when it began its career. An accurate observer will be obliged to say that he first noticed the word or phrase at such a time. If the plans of the Philological Society of Great Britain are ever carried to completion, we shall have a valuable historical work; for that society designs to have its dictionary show when each word first came into English literature, and when and how special meanings arose. For example, *congress* is from a Latin word, and signified originally a coming-together, a meeting, thus even a collision. But when did it first come to mean a deliberative political or diplomatic assembly? Sir Wm. Temple (died 1699) used it with that meaning, referring to a gathering of envoys of nations: whether the name was used of any body of this sort before it was applied to the gathering of ambassadors at Munster to negotiate the peace of Westphalia in 1648, I can not ascertain. Thenceforward it has not been an infrequent term; and in our own country it has obtained a special meaning from the Continental Congresses prior to and under the Confederation, and from the body created by the Federal Constitution. But it is to be noted that the Constitution does not make a *proper* name of the word as we now do, for it always has the definite article before it, calling it "the congress." The use of the word without an article and as a proper noun has grown up since the beginning of this century.

Now here are several stages in the history of the word, successive innovations upon its meanings: some meanings have gone out of use; and others have come in: it would be very difficult to date these changes; rather, I may say, quite impossible to do so, except approximately. I saw lately a current paragraph in our newspapers rather condemning certain words as new, and formed by reason of some itching for novelty: among these *impolicy* was said to have come in with the quarrels between Prussia and France, and *survival* with Darwin's recent discussion. But *impolicy* has been familiar to me for twenty-five or thirty years; it was used by Bp. Horsley (died 1806), and was

added to Johnson's Dictionary by Todd (*pub.* 1818—1827). Todd also added *survival* to Johnson's Dictionary, before Darwin (born 1809) was eighteen years old, having found it in the writings of Sir Geo. Buck, who died 1623. This latter word, then, is at least two hundred and fifty years old, when some body who had not noticed it and took no pains to look for the facts in the case sets afloat the paragraph we comment on.

Marsh (*Lects. on Engl. Lang. ch. xii*) notes the history of *coincidence*, at first a geometrical term, denoting identity of position of two points or lines, afterward transferred to signify other agreements or correspondences. Our dictionaries, beginning with Johnson, give an instance of this transferred meaning in a sentence from Hale, which I suppose to mean Sir Matthew Hale (died 1676). The word is not at all in *Bailey* up to 1766. Marsh says that the death of Jefferson and John Adams on the same day, July 4, 1826, just fifty years from the Declaration of Independence, gave the word in its later sense, which we see was then at least fifty years old, a greatly-increased circulation, which it still retains. This statement is careful, and is, no doubt, true; but we have evidence that it was previously obtaining a great currency in England, say four or five years before, and that it was then notably, to most people, a new use of the word. In Byron's *Don Juan* (*vi.* 78) we find this:

"A 'strange coincidence', to use the phrase
By which such things are settled now-a-days."

This was written as early as 1822, and shows both the novelty and special currency of the word in England some years before the event which Mr. Marsh mentions.

These examples I give to illustrate the difficulty of making very positive statements about the history of words until one has searched very thoroughly; and even then he may mistake. Hence it is that in this series of *Notes* I am so careful to give citations and dates, even when speaking of the evanescent slang of the day.

I trust no one supposes because I have written notes on slang that I commend, approve or allow the use of it. I am almost a purist, myself; but I regard slang words as being as truly worthy of historical notice as the legitimate coinages of the literati. Besides, I find people using slang some times who are not aware that it is slang. There may be a difference of opinion on the point some times: among the comments on my *Notes* that have come to me (and I am glad to receive them) is one from an eminent and well-educated teacher who would take some of the words out of the pillory where I have put them.

But I am not their jailor: I have arrested and arraigned them: if the generation of readers and writers acquit and justify them, my accusations shall fall harmless. Indeed, I have said that I think some deserve and will obtain legal currency.

I purpose to renew my notes on slang again soon; this month I simply comment on some previous notes.

Note on No. 40 (July, p. 280). *Kilkenny Cats*.—I cited no example of the allusion: I find one in a letter of Thomas Hood to the Directors of the Manchester Athenæum, which is itself so good that I copy it. "Of evils, great and small, Providence has allotted me a full share, but still, paradoxical as it may sound, my *burden* has been greatly lightened by a *load of books*. Every body has heard of the two Kilkenny cats who devoured each other; but it is not so generally known that they left behind them an orphan kitten, which, true to its breed, began to eat itself up, till it was diverted from the operation by a mouse. Now the human mind, under vexation, is like that kitten; for it is apt to *prey* upon itself unless it is drawn off by a new object, and none better for the purpose than a book. For example, one of Defoe's; for who, in reading his thrilling 'History of the Great Plague', would not be reconciled to a few little ones?"

Dr. Brewer (*Dict. Phrase and Fable*) says that it originates from the contentions of the municipalities of Kilkenny and Irishtown, who contended so stoutly about boundaries and rights in the 17th century that they impoverished each other. Probably the Irish people can give still other explanations; though I doubt whether any are historical.

No. 54 (Aug. p. 297). *To make the Riffle*.—Mr. J. H. BLODGETT, of Rockford, refers this to the movement of the shad and salmon, which go from the sea into the rivers at the spawning season, and, as do also the river-fish, struggle over falls, rapids, or 'riffles'. He says "not all can pass at the first effort, and the weakest frequently fail altogether. I have no example at hand, but believe it to be of long use among fishermen to express the passage of fish at rapids, generalized to mean success any where. I have an impression that in Scottish notes I have seen such expression regarding the salmon. It is also used by boatmen, as on Tennessee River, where 'crabs' (windlasses set on the bank) are used to aid boats at rapids: e.g., at 'the suck' just below Chattanooga, *et. al.*"

I think Mr. Blodgett gives the true origin and explanation of the term. I suppose the reader will not fail to notice that he gives us two new Americanisms in his notes:

(1) *Crab*, a windlass on the bank of a river to help boats; but this is only an enlargement of an English use of the term, as in provincial English a 'crab-windlass' is one set on the deck of a barge (*Halliwel*, and *Wright*), and WEBSTER gives the meaning 'a crane', etc.

(2) *Suck*, a whirlpool or rapid current: so called because it seems to suck the water away. I have heard this term on the western waters.

No. 49 (July, p. 296). *To Get* [away].—Mr. Blodgett suggests relation to 'get up', which is transformed to *huddup* in Holmes's *The Deacon's Masterpiece, or the Wonderful One-Hoss Shay*. I used to hear it in New England pronounced as *kadap*. But the use *get up* and its corruptions is not the idiom that I notice in No. 49: *get up* means 'hasten, be active, be energetic'; it appears in the western contemptuous criticism of a shiftless man, 'he has no *git-up* about him'. But *get* as noted in No. 49 means only 'to get away'. There is an ellipsis of the direction-word commonly called an adverb.

No. 55 (Aug. p. 297). *That's what's the matter*.—Some times 'That's what's the matter with Hannah', which is probably the original form of it, and accords with some not very savory traditions of its origin. A correspondent corrects my date of 1869 for this, saying that he heard it as a slang expression as long ago as 1862, and stories of its origin ran back some eight years or so earlier. Service in the army was a special means of carrying local slang all over the country.

No. 60 (Sept. p. 343). *To hump it*.—Readers of my notes who have long lived in the West say that this is new to them. They might have seen this word used as a pun in a recent *Chicago Tribune* in this anecdote: "A traveler in the South heard this conversation between two backwoods women in Tennessee: No. 1. 'What yur got in that thar paper?' No. 2. 'Sody.' No. 1. 'Sody? what's sody?' No. 2. 'It's that stuff you put in biscuits, 'nd it makes 'em git up 'nd hump theirselves.'" I have often heard the order to some little fellow that was in the way or out of place, "Git up, now, and hump yourself."

No. 66 (Sept. p. 343). *Bummer*.—Of this word Mr. W. W. Crane said, in *Putnam's* for November, 1870, that it has long been popular in the large cities: that it was originally restricted to persons who go about without any particular aim and make a practice of 'blowing', the acquisitive sense having been obtained gradually. He derives it from a colloquial German word *bummler*, "which differs from *laufer* [runner, loafer] by being generally bestowed in a more good-natured and less contemptuous way."

THREE THINGS NECESSARY TO SUCCESS IN A
PRIMARY TEACHER.

BY S. H. WHITE.

I. *A clear comprehension of the subject to be taught.* It is a common saying that what is not possessed can not be given away. In instruction it might read, "One must know a thing before he can teach it." The knowledge of the primary teacher should be most thoroughly possessed, more so than that of any other. With older pupils there is already existing a fund of knowledge, a previous discipline, which both they and the teacher can use in gaining new ideas. They are, to a considerable extent, self-reliant, so that the office of their teacher is in a great part directory, to give a hint here or a suggestion there which shall indicate the way before them and partially remove the obstacles in it.

The primary teacher can place but very slight reliance upon any such aid in his instruction. He can not place in his pupil's hands a text-book or refer him to some writer where the subject will be found presented much more clearly than he himself can give it. He has not the opportunity to throw a little light simply upon an obscure passage of the author, perhaps, after all, leaving in a very dark shadow what was already obscurely seen. His pupils do not possess that knowledge which can be gained only through time. Upon their minds, as yet comparatively unimpressed, he is solely by his own power to stamp ideas, right or wrong, true or false, which shall be wrought into the character of the future man or woman. It is necessary that such character should be decided, a result which can come only from strongly-marked ideas on the part of the possessor. That teaching which would impress clear and distinct notions of a subject must be the result of much previous careful thought and research. Clearness of idea on the part of the primary teacher must compensate for the larger knowledge and discipline of the older pupil.

II. *The ability to adapt to the comprehension of children that knowledge to be imparted.*

If there is any thing in which the American people do discredit to themselves more than in any other, it is in their crude manner of expression. We all admire the work of the skilled artisan. Yet the lapidary who reveals the rare gem in the rough pebble does no more wonderful a work than he who expresses a thought in concise and well-chosen words. How often it is that we hear persons of good intelli-

gence fail, even by much circumlocution, to express accurately a common thought or a common emotion. The difficulty lies oftentimes in the indistinctness of the thought in the mind of the speaker, but it exists as often in lack of expression. To the primary teacher clear expression is an essential condition to success. It is the clear lens throwing such a light upon a subject that it is seen with exact and accurately-defined outline. It produces such impressions in the mind of the child as are lasting, giving rise to positive ideas which are the foundation of decided character.

In respect to instruction, teachers often fail to simplify their thought and their language to the comprehension of children. Receiving their ideas from the mature minds of authors and educational writers, they transmit them unmodified to the immature minds of the children. If the mature thought were adapted to the forms of clear and simple language, if it were illustrated by facts which come within the experiences of the children, at least some of the dullness of the pupil and weariness of the teacher would be relieved, by greater life to the one and pleasure to the other.

III. *Special preparation for each exercise before the time of its occurrence.*

There is a common feeling that elementary instruction is so simple that no previous thought is necessary to the imparting of it to the little ones. After many repetitions, it doubtless is simple to the mature mind of the teacher. But does not every one remember the great labor on his own part in mastering some of those very things which now seem so simple, and which only the lapse of time enabled him to call thoroughly his own? The comprehension of some of the elementary principles of the common studies of the schools is no easier to the child than the construction of a bridge to the engineer or the solution of the problems of the universe to the astronomer. Considering the character of the mind to be taught, the instruction given by the primary teacher is quite as difficult as that imparted by the one of a higher grade. Hence it can not be successfully and at the same time loosely given. There must be a plan, a definite arrangement of the steps to be taken in their natural order. This plan will not be precisely the same with successive classes. The difference in abilities of the pupils and the natural improvements in the methods of a live teacher forbid it. The time required may be short, but some time should be taken to consider the plan of operations of each day before its work commences. It is said that Thomas Arnold always reviewed the lessons of the day, beforehand, giving as a reason that he did not want his pupils to drink from stagnant pools.

EDITORIAL DEPARTMENT.

THE CHICAGO FIRE.—For the past three weeks the appalling calamity that has befallen the proud city of the Northwest has been in every thought and on every tongue. The suddenness, the extent, the completeness of the destruction overwhelm and amaze us, and the mind recoils from every attempt to realize the terrible truth. 2,500 acres burned over, 18,000 buildings—many of them elegant and substantial business structures—consumed, \$200,000,000 worth of property destroyed, 100,000 human beings houseless and homeless, an unknown number of lives lost,—such is the sickening outline of the picture. But how little, after all, do these figures tell us of the actual ruin and desolation, of the individual want and suffering, which accompanied this conflagration and which will follow in its wake. We know that fortunes accumulated by the labor of years have been swept away in an hour; that business must be paralyzed for some time to come; that the whole civilized world was startled and shocked as the news came that Chicago was in ashes; but still we are utterly unable to estimate the far-reaching effect of this great calamity.

By her commercial enterprise and activity, proverbial the world over; by the railroads and telegraphs stretching out in every direction, binding to herself the entire Northwest; by her powerful newspaper press, whose influence penetrated every hamlet and almost every household within her reach, Chicago had become the ruling spirit of half a dozen states, and had made herself almost an absolute necessity to thousands who were unconscious of her power until it was gone. But it is not gone. We venture the prediction that the rapidity with which Chicago rises from her ruins will astonish the world not less than the terrible suddenness of her downfall. Rome and Moscow, London and New York, after they had been devastated by the devouring flames, were each of them rebuilt in an incredibly short time and made more beautiful and substantial than they had been before. And that pluck and audacity for which Chicago has become the synonym, and which even the fire has not destroyed nor diminished, will not surrender to rivals the vast region of country so long held tributary, but will cause the ruined city speedily to rearise, and show itself to be what its people were always proud to call it, 'the natural centre of the Northwest'.

It is pleasant to turn from the consideration of the calamity itself to the efforts to relieve the suffering and distressed. Never before did a desolated city meet with such universal sympathy and such liberal aid. Not only did her old rivals, Cincinnati and St. Louis, spring to her rescue with unbounded generosity; not only have the cities and towns of our own land dealt out their contributions with no stinted hand; but the old world also roused herself at the cry of distress, and Frankfort and Hamburg, London and Liverpool, vie with one another in extending sympathy and material aid to their sister city of the West. This manifestation of a world-wide humanity, this benevolence which reaches across seas and continents to alleviate suffering, and to raise up and cheer the unfortunate, is good to contemplate. It is a credit to the Christian civilization of the nineteenth cen-

ture. It reassures us and strengthens our faith in the race. After having been surfeited for weeks with the accounts of thieveries, and cheateries, and public plunderings, and rascality of every hue, there was need of some new evidence to convince us that the world is not yet quite full of selfishness and rottenness and corruption. Let us, then, thank God and take courage.

Of the effect of the fire upon the schools of Chicago an interesting account will be found in another place. We hope that any who are in need of teachers will remember those who have so unexpectedly and at such an unfavorable time in the year been thrown out of employment. They are among the best teachers in the state, and some of them, we know of our own personal knowledge, have friends dependent upon them, and they can not afford to lie idle. Let them have the preference in filling any vacancies that may occur, and in all appointments that may be made.

BE IN EARNEST.—A man or woman thoroughly in earnest either wins success, or, what is better, deserves it; a half-hearted, listless, careless worker either meets with failure, or, what is worse, deserves it. No where is this truer than in the teachers' profession. No where is there a more urgent demand for whole-hearted, whole-headed, whole-souled, earnest men and women. Probably more teachers fail from want of earnestness in their work than from any or perhaps all other causes. We would not undervalue careful and thorough preparation on the part of those who are to educate the youth of the land. Such preparation must be had, in one way or another, before successful work can be done. The subjects to be taught must be mastered, the theory of education must be understood, and an apprenticeship in the practical work of the school-room must be served. But, after all has been done that can be done in the way of preparation, if the teacher's heart be not in his business, if he have not the inspiration of an earnest purpose, it is very little that he will accomplish. The enthusiasm which our normal schools succeed in kindling in the hearts of their pupils is by no means the least valuable of all the good things which come from them. The work of the teacher is large enough and noble enough to demand all his energies. Here, as every where, any success worth achieving is not so common and cheap as to be purchased by any thing less than entire devotion. All the forces must be brought into action. There must be no reserves to rest idly on their arms until the conflict is ended. Ought we not to labor with at least as much zeal as is displayed by those who give themselves up to the acquisition of wealth, or to the gratification of an ambition for place and power? Certainly the nature of our work and the magnitude of the interests involved are such as should lead us to put forth our best efforts, devote our best thoughts, and give the full measure of earnestness and zeal.

LETTER FROM PROF. BOISE.—Since the following letter came to hand, we have received from Prof. Boise the article to which he refers. The first installment appears in the present number, and the conclusion will be published in our December issue. We think our readers will be astonished at the small sum of money required to make the tour of England and Scotland. We wish him success in his attempt to prevail upon some of our teachers to spend next summer's vacation across the water.—Ed.

MR. EDITOR,—*My Dear Sir*: I should like to write for the Teacher a short article with this title, "A Summer Vacation in England and Scotland,—what it

costs and what it's worth." Having just made the experiment, I could speak from experience and with no little interest in my subject. I flatter myself I might persuade about a score of teachers, ladies as well as gentlemen, to cross the Atlantic next summer; but just now I have n't the time and strength to put my thoughts on paper. I wish at present, in the fewest possible words, to call attention to a subject which has been discussed in this country of late, and which, it seems, has interested the scholars of Britain not less than ourselves. I refer to the pronunciation of Latin. While in Edinburgh, I met with an article in one of the daily papers on the *Edinburgh Academy*. This article contained the following passage:

"We give the following extract from the Rector's report, appended to the prize-list, as to Latin pronunciation:

"During the course of the session the question of the pronunciation of Latin has been repeatedly brought before the masters and myself. As you know, it has for some time occupied the attention of scholars in Oxford and Cambridge. The conclusion come to in both the English Universities is that the present mode of pronouncing Latin is indefensible. When the Academy was founded the Scottish method was used. Some years later a compromise was made; the Scottish mode being followed in the junior classes, the English in all above the fourth; and for many years the English has prevailed throughout the whole school. I am of opinion that we should revert to the original plan of the Academy. It seems to me that the Oxford authorities have acted wisely and moderately in the changes which they suggest, and I am disposed to follow them rather than the more radical and sweeping revolution proposed by some of the best Cambridge scholars. In the circular which the Oxford Committee have issued they say—'The time seems now to have arrived for an attempt to reform the pronunciation of Latin in England. The pronunciation now in use among us gives to Latin a sound which it is impossible to believe that it ever had while it was a living language. It makes Latin in an English mouth unintelligible to all other Latin-reading nations. It is a fertile source of confusion in lectures which touch upon comparative philology. The chief cause of these evils is to be found in the application to Latin of the modern English vowel system. In this most important part of the field the course which reform should take is obvious, as there is no controversy about the pronunciation of the vowels in ancient Rome, and, with insignificant exceptions, a uniform pronunciation of them prevails over the Continent of Europe.'"

Truly the world moves! Such opinions, coming from Edinburgh, Cambridge, and Oxford, are significant.

Very truly yours,

University of Chicago, September 25, 1871.

JAS. R. BOISEL.

OBITUARY.—Mr. R. M. Waterman, who was graduated last June at the State Normal School, died on the 23d of September, after a brief illness, at Barrington, Cook county. The deceased was twenty-five years of age, and was the principal of the school at Blue Island. Mr. Waterman was highly esteemed by all who knew him as a gentleman, a scholar, and a noble man, and was considered one of the most promising young men that have ever gone out from the University. Miss Alice Emmons, of the class of 1870, who was teaching in Cairo, and was under engagement of marriage to Mr. Waterman, upon receiving intelligence of his illness, hastened to his bedside to render what assistance she could. All efforts in his behalf were unavailing; the fever could not be stayed. Miss Emmons was also attacked with the fever, and taken to her home in Beardstown, where, a few days after, she likewise died. It would be difficult to name two normal graduates of brighter intellect, of finer endowments, or of higher promise, than these two who have been thus suddenly removed by death. Their loss cast a gloom over

the institution of which they were so recently worthy and honored members, and has carried sorrow to many, both teachers and schoolmates, with whom they had been pleasantly associated in days past. We give below the proceedings of the faculty and students of the university, on the occasion of their death.

ILL. STATE NORMAL UNIVERSITY,
Sept. 27, 1871. }

A meeting of the faculty and students of the Normal University was held to-day for the purpose of taking the sentiment of the school relative to the death of our friend R. Morris Waterman, a member of the graduating class of 1871. Remarks were made by members of the faculty and by some of the students, all of whom testified to the earnestness, geniality, superior ability and manhood of our departed fellow student.

On motion, a committee, consisting of Prof. Cook, Mr. Paisley, and Misses Phillips, Warne and Furry, was appointed to draft resolutions concerning this sad event. This committee reported on Friday, Sept. 29th, as follows:

Whereas, Our esteemed friend and late fellow student R. Morris Waterman has been suddenly called from our midst to 'The rest that remains'; therefore.

Resolved, (1) That in his early death we have lost a dear friend and faithful fellow worker, his family an affectionate son and brother, the State of Illinois a devoted and successful teacher, and society one of its richest jewels—a good man.

Resolved, (2) That his genial nature, his courteous consideration for the feelings of others, his quiet devotion to the duty of the hour, remain in our memory; and, though gone from among us, he shall still live in our hearts, prompting to good deeds and generous thoughts.

Resolved, (3) That we offer our earnest sympathy to his family and friends in this their sad bereavement.

Resolved, (4) That copies of these resolutions be sent for publication to the Bloomington and Elgin papers, the Schoolmaster, and the Teacher, and that a copy of the same be sent to his parents.

On motion, these resolutions were unanimously adopted.

LOUISE RAY, Secretary.

RICHARD EDWARDS, Chairman.

At a similar meeting, held Oct. 3d, relative to the death of Miss Emmons, a committee to draft resolutions was appointed, consisting of Professor Stetson, Miss Flora Pennell, and Miss Louise Ray, who offered the following report:

Whereas, Miss Alice Emmons, a recent graduate of this institution and well known to many of us, has, in the providence of God, been called from earth,

Resolved, That we remember with pride the high intelligence, the fine culture, the intellectual vigor and rare maturity of our deceased friend; while we dwell with tender recollection upon her sweet serenity of disposition, her true womanly dignity, and the Christian graces which adorned her character.

Resolved, That to the family of our friend, in this hour of their deep affliction, we tender our heartfelt sympathy.

Resolved, That these resolutions be published in the Bloomington papers, the Schoolmaster, and the Teacher, and a copy be transmitted to the family of the deceased.

These resolutions were unanimously adopted.

CLARA S. GASTON, Secretary.

RICHARD EDWARDS, Chairman.

MONTHLY REPORTS FOR SEPTEMBER.—

TOWN OR CITY.	No. of Pupils Enrolled.	No. of Days of School.	Average No. Prolonging.	Av. Daily Attendance.	Per cent. of Attendance.	No. of Tardinesses.	No. neither Absent nor Tardy.	PRINCIPAL OR SUPERINTENDENT.
Clinton.....	487	19	447	424	94.8	17	212	S. M. Heslet.
Batavia.....	306	10	287	265	92.3	5	128	O. T. Snow.
Lincoln.....	788	20	658	587	90.5	368	123	I. Wilkinson.
West and South Rockford	1152	18	1091	1031	94.5	170	483	J. H. Blodgett and O. F. Barbour.
Henry.....	234	18	267	238	89	80	82	J. S. McClung.
Lexington.....	329	20	302	286	88.5	478	43	Dan'l J. Poor.
De Kalb.....	252	20	235	228	93	89	74	Etta S. Dunbar.
Maroa.....	144	21	132	124	94	194	31	E. Philbrook.
Dixon.....	497	18	450	397	90	238	107	E. C. Smith.
Yates City.....	160	20	158	148	93.5	50	98	A. C. Bloomer.

APOLOGY.—We owe an apology to those friends in different parts of the state who kindly furnished us items of educational news for last month. The news was crowded out by other matter, and the issue of the present number will be too late for its publication. We hope it may not occur again, and trust that our friends will continue to favor us with any thing of interest in their respective neighborhoods.

PERSONAL AND GENERAL ITEMS.

MR. GEORGE HOWLAND, Principal of the Chicago High School, who lost all he had in the late fire, is at Mr. Dupee's, 219 S. Sangamon st. MR. DELAFONTAINE, of the High School, lost \$4,000 worth in his collections and apparatus. MR. WELLS and MR. CATE escaped out of the fire unhurt, but with loss of all. DR. WILLARD's address is 307 W. Jackson st. He, and all other high-school teachers not named above, were out of the fire.

PATRICK SULLIVAN, recently of the public school at New Pittsburg, Ill., has gone to Vicksburg, Miss., to take charge of the public school there. The Vicksburg schools opened October 1st.

S. W. GARMAN, a graduate of the Illinois Normal, who has been at the head of the Mississippi State Normal School, at Holly Springs, has accepted the chair of natural science in the young ladies' seminary at Lake Forest, in this state, and has entered upon his duties.

MR. COOLIDGE, of Litchfield, has charge of the schools at Salem the coming year. His school begins the first of November, by which time it is expected that their new school-house will be ready for occupation.

THEODORE JAMES takes the school at Mt. Carbon, J. M. BOWLSBY, of Pittsburg, Penn., succeeding him at Grand Tower. R. J. YOUNG is to take charge of the Murphysboro school; G. D. YOKOM, the Carbondale school; W. H. MORGAN, the De Soto school; MR. HUBBELL, the school at South Pass; and W. H. V. RAYMOND goes to Cairo.

FIVE young ladies have been admitted to the University of Vermont.

DR. ALEXIS CASWELL has resigned the presidency of Brown University, to take effect at the close of the current academic year.

SEVENTEEN ladies applied for admission to Michigan University at the examination in September. Only five of these are pursuing regular courses of study. The number of ladies in all classes is about fifty.

WILLIAM ISENBERG, agent of Wilson, Hinkle & Co., has removed his office from Chicago to Messrs. Maxwell, Batchelder & Co.'s, Bloomington, Illinois.

ADAMS, BLACKMER & LYON write us that, though burned out, they are not discouraged, and have resumed business at 55 W. Randolph street. They expect soon to be able to fill orders for all of their school records and blanks. Their Sunday-school periodicals will also be resumed with the December number.

*THE ILLINOIS STATE ASSOCIATION OF COUNTY SUPERINTENDENTS
OF SCHOOLS*

met in the Presbyterian Church of Rock Island, at 10 o'clock A.M., on Tuesday, October 10th, 1871.

Newton Bateman, Superintendent of Public Instruction, President, being absent, Rev. A. Ethridge, Superintendent of Bureau county, was called to the chair *pro tem*.

Prayer was offered by Mr. Ethridge.

Superintendents present, with counties—Horace P. Hall, De Kalb; E. L. Wells, Ogle; A. Ethridge, Bureau; Levi T. Regan, Logan; I. F. Kleckner, Stephenson; Stephen K. Hatfield, Tazewell; M. M. Sturgeon, Rock Island; Geo. W. Pepoon, Jo Daviess; W. F. Gorrell, Christian; Jno. Hull, McLean; Fred. W. Livingston, Mercer; S. O. Simonds, Will; Bartlett G. Hall, Stark; D. F. Stearns, Moultrie; Rev. Fred. W. Beecher, Kankakee; Oscar F. McKim, Macon; J. E. Millard, Carroll; Wm. Griffin, Hancock; H. J. Benton, Fulton; F. Christianer, Knox; M. W. Smith, Whiteside; J. B. Donnell, Warren; J. N. Dewell, Pike; F. F. Johnson, Saline; T. R. Lead, Champaign; John Weaver, Madison; H. L. Gregory, Montgomery; J. P. Slade, St. Clair; A. W. Durley, Putnam; H. S. Comstock, Henry; J. H. Preston, Lee; James M. Pace, Jefferson.

A general discussion upon *School Legislation* was participated in by Christianer, Hall (of De Kalb), Gorrell, Simonds, Sturgeon, Hall (of Stark), Millard, Beecher, McKim, and Griffin.

Simonds, Hall (of Stark), and Hull, were appointed a Committee on School Legislation.

Mr. Kleckner was appointed a committee to report on Chinese Indemnity Fund. McKim, Beecher, and Millard, were appointed Committee on Miscellaneous Business and General Resolutions.

A general discussion upon *Examinations of Teachers* was participated in by Kleckner, Beecher, McKim, Stearns, Gorrell, Pepoon, Hall, Christianer, Sturgeon, Hull, Millard, Regan, and Benton.

TUESDAY AFTERNOON SESSION.—Mr. McKim read a paper presenting a course of study for ungraded schools, with a programme of daily exercises and plan of classification. He would include music and drawing in branches to be taught in all public schools, and would make three grades of pupils in country schools. He would work as near to the following programme as possible.

Forenoon.	Class.	Minutes.	Afternoon.	Class.	Minutes.
9 to 9.15.		Opening Exercises.	1 to 1.05.		Singing,
to 9.40.	C.	Reading and Numbers, 25	to 1.30.	C.	Reading and Phonics, 25
to 10.05.	B.	Geography, 25	to 1.55.	B.	Arithmetic, 25
to 10.30.	A.	Reading and Spelling, 25	to 2.20.	A.	Grammar, 25
to 10.45.		Recess, 15	to 2.30.		Music or Drawing, 10
to 11.05.	C.	Spelling and Sentence-making, 20	to 2.45.		Recess, 15
to 11.25.	B.	Reading and Phonics, 20	to 3.10.	C.	Reading, and talk about Objects, 25
to 11.45.	A.	Geography and History, 20	to 2.35.	B.	Reading and Spelling, 25
to 12.00.	A,B,C.	Writing, 15	to 4.00.	A.	Arithmetic, 25

Mr. Kleckner pointed out obstacles in the way of classifying and grading country schools. No study should be pursued to the exclusion of others. He would give more attention to spelling, and would give abundance of false syntax to be corrected by pupils. Programmes should be arranged by superintendent, and not by directors.

Mr. Hatfield.—Theory good; but work very difficult. The work must necessarily be gradual. Teachers and people must be educated to this work. Too many books now in use in individual schools.

Mr. Smith.—The trouble in our schools is, there is nothing to work to. Three-fourths of the schools in his county teach by the old A- B- C method. Time will bring good results if there is an objective point to work to. There would be a great power for good in a uniform method of classification throughout the state.

Mr. Sturgeon has teachers make programmes while he is in school-room. To assist teachers, he decreases the number of text-books, when he finds too many in use. Change is not always reform. Should not discard old things because they are old.

Mr. Slade.—The great difficulty is—teachers do not know how to teach, and follow text-books very closely. Our great work is with the teachers, in getting them to see that they can get along with few classes. People will not submit at once to very radical changes.

Mr. Ethridge.—Superintendents must get directors to help in the work. He presented the plan of classification adopted in his county. He has arranged a course of study for six grades. Blanks are furnished and instructions given in re-

lation to classification. Pupils are to be placed where they properly belong. In country schools, all of the six grades will seldom be filled. His blanks provide for the adoption by the directors of the course of study and the text-books to be used in the school. There is also space for the written names of pupils as found belonging to each of the respective grades.

Mr. Comstock said we must have teachers who will educate the people.

Mr. Millard has a committee at institute to recommend text-books.

Mr. Simonds.—Writing is seldom properly classified. Programmes should provide for times of study. Would like to have grammar in morning.

Mr. Beecher would prefer mathematics in morning.

Mr. Kleckner thought a class can be held to mathematics better when tired than to other studies.

Mr. Hall of Stark would have writing before recess.

Mr. McKim had arranged programme to have variety.

Mr. McKim's paper was referred to the Committee on Resolutions.

Mr. Hull read a paper upon the question *Shall we have school visitations?* Supervision is necessary. McLean county paid \$20,000 for supervision in building her court-house costing \$400,000. Supervision is necessary in stores, in cities, on railroads, etc., etc. Chicago and Bloomington each pay from five to seven per cent. of their school-funds for the supervision of their schools. People have faith in the common schools. If they see visitation good, they will sustain it. If they do not sustain it, the superintendent has not done his whole duty. Part of his duty is to let the people know what the good work is that he is doing. It is impossible to fix any rule of work in visiting schools. Must see the school, find its needs, and then help to build it up.

Mr. Hall of Stark.—Thorough supervision is necessary. If a superintendent succeeds, the people must have faith in his work. If a superintendent does not have the confidence of his people, he is at fault. A superintendent should get directors to visit schools with him. He should be free, and easy while in school, and should gain the confidence of his pupils. He should never say a word to lessen a scholar's respect for his teacher.

Mr. Comstock thought it is not entirely the fault of the superintendent that his work is not fully appreciated. There is a great work to educate patrons and school-directors.

Mr. Benton explained his method of reports of visitations of schools.

Mr. Leal gave some valuable suggestions from his long experience as superintendent. His time was considerably extended, by the unanimous desire of the Association.

WEDNESDAY MORNING SESSION.—Mr. Hull Chairman *pro tem*.

The discussion upon *School Visitation* was continued until recess, and was participated in by most of the members present.

Mr. Hull's paper was referred to the Committee on Resolutions.

The following report of Committee on School Legislation was read, discussed, and adopted.

Gentlemen of the Convention:

Your Committee on "Substitute for a bill for an act to establish and maintain a System of Free Schools" of the "27 Assembly, Senate—No. 37," beg leave to submit the following for the consideration of the convention:

1st. We deem it inexpedient to present to the convention any one section or clause for discussion, so many are defective; but recommend that this Association devote some time to the discussion of the provisions of the 'Substitute' before adjournment.

2d. That

Whereas, Frequent changes in the school-law are detrimental, bringing it into disrepute with the people; and *whereas*, in the opinion of your committee, the main features of the existing law are better, more powerful for good to the schools of the state; therefore, be it

Resolved, As the sense of this convention, that only such changes be effected in the present law as are necessary to make it consistent with itself and conform to the requirements of the State Constitution.

Your committee would further recommend that there be a committee of five appointed by this convention, whose duty it shall be to present the views of this Association to the Committees on Education of our Legislature.

Respectfully submitted.

S. O. SIMONDS, }
JNO. HULL, } Committee.
B. G. HALL, }

Ethridge, Hull, Hall of Stark, Simonds, and Wells, were appointed the committee of five to carry into effect the provisions of the above report.

Voted to hold next meeting of the Association at Urbana.

The following resolutions, read by Mr. Kleckner, were adopted:

Whereas, After due consideration of public documents pertaining to the Chinese Indemnity Fund, we, the County Superintendents of Illinois in convention assembled, are of the opinion that the Chinese and American Governments have mutual interests in said fund; therefore,

Resolved, That we hereby respectfully ask our Representatives in Congress to use their influence in securing the passage of a bill devoting the Chinese Indemnity Fund to founding an institution of learning in China, which may facilitate the growing intercourse between the two countries, and more especially for the purpose of educating interpreters for the American Courts in China.

Resolved, That a copy of these resolutions be sent to each of our Senators and Representatives in Congress.

A letter of excuse for non-attendance from President Bateman was read.

WEDNESDAY AFTERNOON SESSION.—Mr. Millard read a paper upon *Teachers' Institutes*. They give encouragement to teachers. Much good results from mental attrition. They are great educational auxiliaries. They should be thoroughly organized, and should have many class-drills. They should be made a place of work.

After a discussion upon this paper, it was referred to the Committee on Resolutions.

Smith, Slade, and Kleckner, were appointed a Committee on Course of Study and Programme, to report through the educational journals of the state or at the next meeting of the Association.

The report of the Treasurer, showing a balance in his hands of \$33.25, was adopted.

Wells as Secretary, and Ethridge, Slade and Martin as Executive Committee, were elected officers for the ensuing year.

Voted to continue the sessions of the next meeting of the Association three days.

The following report on *County Normal Schools* was adopted:

To the State Association of County Superintendents of Schools.

GENTLEMEN: The undersigned, your Committee on Establishing and Organizing County Normal Schools, have the honor to report as follows:

1st. We deem the organization of a Board of Education, as provided for in the Normal-School Act, to be a primary requisite.

2d. For the use of said Normal School, we are of the opinion that one suitable room and one competent teacher are, at first, sufficient, and that in most cases said room may be had without cost to the counties establishing such schools.

3d. That no one should be admitted to said school unless well qualified to receive a second-grade certificate; that the course of study may, at first, embrace but one year, and that the drill should consist of a careful review of the branches already acquired and a thorough training in the art of teaching the same, together with the science of education.

4th. That the said principal or teacher may from time to time, as said Board of Education may direct, hold throughout different parts of the county normal class-drills and such other school exercises as said board may require.

Your committee consider this as all-sufficient in the first organization and establishment of a county normal school. Its further growth must necessarily depend upon its demonstrated usefulness and success. If it fail to prove its own value under such an organization, we may not reasonably hope for a proportionate usefulness under a more expensive and elaborate one; while if it does prove of

value under such an organization, as there is every reason to hope and believe it will, it is a sufficient warranty of its assuming in the future the proportions and permanency to which its success entitles it.

Respectfully submitted.

E. L. WELLS,
M. M. STURGEON, } Committee.

Several superintendents stated how they furnish school blanks for use in their respective counties at the expense of the school or county fund.

A second report of the Committee on School Legislation was discussed at length during the afternoon and the evening of Wednesday.

Through the kindness of Mr. Sturgeon, conveyances were provided for all of the superintendents to ride to and over Rock Island, which enabled them to view the United States buildings there being erected for war purposes. The visit was a very gratifying one.

On Tuesday evening, Sup't Beecher, of Kankakee county, gave a very able and profitable address upon the subject *The Wealth of a Nation*. He spoke of the forces of a nation as the Parental Force, the Common-school Force, the Reading Force, and the Church Force. It is the quality and not the quantity of reading that counts for good. Most of our Sabbath-school books are very objectionable. He eulogized our common-school system, and spoke in favor of compulsory attendance.

Mr. Beecher was requested to give a copy of his address for publication.

The following resolutions were adopted:

(1) *Resolved*, That the thanks of this Association are due, and they are hereby extended, to those railroad companies that have so generously reduced the fare over their roads to those attending this meeting; to the trustees, pastor and members of the Presbyterian Church of Rock Island, for gratuitous use of their beautiful church during the session of this Association; and to the proprietor of the Harper House, for the uniform courtesies received at his hands, and the excellent bill of fare which he has served up to us.

(2) *Resolved*, That our thanks are due the officers and the Executive Committee of this Association, for the courteous and efficient manner in which they have discharged their respective duties.

(3) *Resolved*, That we give our thanks to our kindly-thoughtful brother Superintendent, M. M. Sturgeon, for the hospitable ride furnished the members of the Association to the Island and the government works there.

(4) *Resolved*, That the papers which have been read before this Association upon the subjects *A Course of Study in Ungraded Schools*, *School Visitations*, and *Teachers' Institutes*, be furnished for publication in the Illinois Teacher and the Chicago Schoolmaster.

O. F. MCKIM,
FRED. W. BEECHER, } Committee.
J. E. MILLARD,

Resolved, That we sincerely thank our worthy brother Superintendent, Rev. F. W. Beecher, for his very able and entertaining lecture before this Association.

O. F. MCKIM,
J. E. MILLARD, } Committee.

Association adjourned to meet in Urbana, on the second Tuesday of October, 1872.

E. L. WELLS, Secretary.

EDUCATIONAL NEWS.

ILLINOIS.

STATE TEACHERS' ASSOCIATION.—The Eighteenth Annual Meeting of the Illinois State Teachers' Association will be held at Dixon, Tuesday, Wednesday and Thursday, December 26th, 27th and 28th, 1871. The Executive Committee have exhibited commendable promptness in perfecting the arrangements for the meeting. The programme of exercises, as will be seen below, is, with few exceptions, already complete, and is such as to give promise of a highly-interesting and successful gathering. The full programme, together with the other arrangements for the meeting, will be published in the December Teacher.

PROGRAMME OF EXERCISES.

TUESDAY, Dec. 26th.—11.00 A.M., Opening Exercises. Appointing Committees, etc. 2.00 P.M., *President's Address*: J. H. BLODGETT. 2.45, *Methods of Teaching Elocution*: Miss L. C. PERKINS. 3.30, Recess. 3.40, Report of Committee on Amendments to the Constitution of the Association. 7.30, Address—*Religion in the Public Schools*: Col. L. H. POTTER.

WEDNESDAY, Dec. 27th.—Association meets in sections. *High-School Section*: J. B. ROBERTS, *Chairman*.—9.15 A.M., *Natural Sciences*—*To what extent should they be taught?* EDWIN P. FROST. 9.45, Discussion: Dr. GEORGE VASEY and BENJ. P. MARSH. 10.30, Recess. 10.40, *Course of Mathematics*: THOMAS METCALF. 11.10, Discussion: H. C. DEMOTTE and ——. *Intermediate Section*: M. ANDREWS, *Chairman*.—9.00 A.M., Opening Exercises. 9.15, *Subject Analysis*: J. W. COOK. 9.45, Discussion: O. T. SNOW and Miss MARY PENNELL. 10.30, Recess. 10.40, *Course of Study in Geography*: ENOCH A. GASTMAN. 11.10, Discussion: E. C. HEWETT and Miss S. E. RAYMOND. *Primary Section*: C. P. SNOW, *Chairman*.—9.00 A.M., Opening Exercises. 9.15, *Oral Instruction*: Miss A. G. PADDOCK. 9.45, Discussion: HENRY FREEMAN and W. B. POWELL. 10.30, Recess. 10.40, *Methods of Reading*: ——. 11.10, Discussion: F. HANFORD and ——. BENNETT. 12.00, Intermission. 2.00 P.M., *School Laws of Illinois*: Hon. NEWTON BATEMAN. 2.45, Discussion: J. L. PICKARD, RICHARD EDWARDS, B. G. ROOTS, and S. H. WHITE. 4.00, ——. 7.30, Address—*The New Departure in Education*: D. L. LEONARD.

THURSDAY, Dec. 28th.—9.00 A.M., Opening Exercises. 9.15, *Philosophy of Education as developed with the Deaf and Dumb*: P. G. GILLET. This exercise will be illustrated with a class from the Deaf and Dumb Institution. 10.15, Discussion. ——. 11.35, Business. Intermission. 2.00 P.M., *School Government*: J. M. GREGORY. 2.50, Discussion. 3.20, General Business. Election of Officers. Reports of Committees, etc., etc.

Arrangements for music have not yet been made.

CHICAGO.—The schools opened well in September, and were very full. For the High School it had been necessary to take an additional room in the building of the Normal School, and to erect a two-story house in the yard of the old High-School building. In our usual prosperity and confidence we were moving on when the great fire befell us. Of the calamity itself we need say no word. Of its effect upon schools we should speak. The following school-houses are ashes and ruins: Dearborn, 12 teachers; Jones, 18; Kinzie, 25; Ogden, 13; Franklin, 24; Pearson-St. Primary, 9; Elm-St. Primary, 9; LaSalle-St. Primary, 13; North-Branch Primary, 13; Branch of Dore School, 7; ten schools with 143 teachers. Most of these were on the North Side; there were also the Lincoln and the Newberry, with 30 teachers. One of these is a storehouse, the other is a dispensary and hospital. All school-houses that were convenient for the purpose were at once taken as houses of refuge for the homeless, as were also the churches; and next some are taken for other purposes. The High School is occupied by the county offices and courts: the Haven is the custom-house; the Brown is still a house of refuge. Probably some of the school-buildings will soon be cleared and school resumed: the Skinner is ready again now; but all wait for the rehabilitation of the system of water-works, as most are heated by steam, and warmth is likely to be needed any day. . . . On Thursday (Oct. 12th) the Board of Education met the teachers, as many as could be gathered, in the Skinner School, and appealed to them not to fail the city now. After a full discussion, which was not for the purpose of devising plans, but only to elicit the sentiment and feeling of the teachers, a resolution passed unanimously that the teachers will go on with their work and receive such bare livelihood as the city can give, trusting to the board to do the best it can by them. At that time most of the board evidently had a resumption in view: what they think now we do not know. I hear on the street that there are some who want to suspend the schools altogether and at once; but this will drive many good citizens out of the city, and raise up a fearful harvest of bad boys in the streets. Yet Mr. Blodgett, after visiting us, thinks this a necessity. To return to the meeting. Mr. Pickard had offered his services for a year without

compensation. Mr. Queal (one of the board) said if his lumber should escape fire hereafter, he would give \$2,000 to be lent to distressed teachers. Mr. Pickard called on all who could live without teaching to give way to those who need places; and many at once offered their places to those whom they knew to be less favored. The room was all astir with this generous movement. We hope that the board can accept the service of enough to give us some place for our children who are of age most to need the discipline and culture of schools. Many of them feel that they have a public interest in charge which is not less important than courts and commerce. But at present (Oct. 16th) all is confusion and uncertainty. The records of the board are all burned. They have opened a new office at 271 West-Randolph, where they can be addressed. Mr. Pickard tells me to say that applications from abroad for good teachers will gladly be received there. Chicago has long taken pains to get the best. . . . Whether all the teachers have escaped with life and limb is as yet uncertain. Two have not yet been heard of, but are not known to have been lost, and may have escaped into the country, or gone to friends so far away that no word has returned from them. The country outside can help us by giving places to our teachers, and by letting the children who are temporarily driven abroad enter their schools as if permanent residents. . . . Mr. J. H. Blodgett, of Rockford, visited me last Saturday (14th), and was conducted by me to view the desolation. Perhaps he is better qualified to anticipate the future than we who are yet excited with the events of the week. Recognizing all our pluck and energy, he yet writes me "Schools, I think, must be essentially suspended in Chicago for months, even in preserved buildings. . . . I found a room full of women at No. — — St., who expected the way would be open in some way for the schools to go on. They had not seen, as you and I have, how all the strength of local, state and national government is exhausted in a ruined city in its agony, to feed and clothe and warm; and a few weeks, if they choose to cling to the city, will sadly undeceive them. Every one not bound to Chicago as a home should at once go to friends, leaving address at Board of Education to aid those who want their services." I can not doubt the wisdom of these words; and I hope that all towns, cities and districts who need to get good teachers will send here, and count it a deed of charity to help these women away. We that have families and must stay shall find it hard enough to get along. But we say of ourselves that we only bend to the storm, and with hope and courage and clear-sighted determination to do the best we can do, hang on to our homes. It is best for all that about one-fourth of our population shall go out. The population of the burnt district on the West Side was 15,000, or that of Burlington, Iowa, or Newport, Ky.; that of the South Side, over 26,000, like Nashville, Tenn., or Springfield, Mass.; that of the North Side, over 61,000, about like all Rochester, N.Y. What is left had the population of Cincinnati. But with the business of the city destroyed, we are worse off the larger we were.

S. W.

Later from Chicago.—Oct. 18th.—At the meeting of the Board of Education on the 17th, it was resolved to reöpen the district schools as far as possible on the next Monday, 23d. On the motion of Inspector Shackford to confirm the action of the committee that had tendered the High-School building for use of the courts and county offices, there was a long debate, which resulted, the Tribune informs us, in *acquiescence* on the part of the board. The courts being already in possession, any other course seemed hardly possible, whatever the board might have done if the question had come before it earlier. Sup't Pickard reported that all the teachers but 78 had reported at the office. He classed these thus: (1) having lost clothing and homes, 76; (2) having dependent families, 114; (3) with no dependents, 106; (4) having good homes left, all others reporting. Those willing to withdraw for the benefit of others, 151. Of the 78 not reporting, all but five or six have been heard from. . . . Under the order for opening, these schools are expected to open Oct. 23d, the water supply having been renewed on the 18th. Scammon, Moseley, Washington, Brown, Foster, Wells, Skinner, Haven, Cottage-Grove, Holden, Holstein, Dore, Carpenter, Hayes, Clark, Douglas, Elizabeth-St., Rolling-Mills, Walsh-St., Wentworth-Avenue, Blue-Island-Avenue, Calumet-Avenue, Lincoln-Street, Third-Avenue, Polk-St., and Sangamon-St. But some of these may

not be vacated by the unhoused that are now in them. . . . The High School is in some shape to be reopened before long, with a part of its corps of teachers. Miss Bibb goes to St. Louis. Mr. Paine leaves the school for the present, and Messrs. Wells and Cate. . . . These teachers have not been heard from, but are supposed to have gone into the country to relatives or friends: Misses Williams and Lacey, of Kinzie School; Miss Johnstone, of the Franklin; Miss Philbrick, of Newberry; Miss Durkin, of the Pearson-St; Misses Hayward and Sawyer, of the LaSalle-St.

COOK COUNTY NORMAL.—The Principal, Mr. D. S. Wentworth, announces that the school is uninterrupted, and that the school cars continue to run. The teachers have offered their services free; and all intending to teach in Cook county are invited to attend.

CHAMPAIGN.—The Illinois Industrial University opened its fourth year on Wednesday, September 13th, with a large accession of new students of both sexes. In the afternoon of that day the corner-stone of the new University Building was laid with appropriate exercises. After that ceremony was performed, the audience assembled in the mechanical and military building, to listen to addresses from Prof. J. B. Turner and Hon. Newton Bateman. The latter gentleman gave an account of the struggles through which the institution has passed, and the success it has achieved. It is expected that the new building will be ready for occupation in about one year.

NORMAL.—At the opening of the State Normal University, on Monday, September 11th, an unusually large number of applicants for admission presented themselves. The examination of applicants was made somewhat more strict than in former years, and consequently a larger proportion than usual of those applying were rejected. Still, from 140 to 150 new students were admitted to the Normal Department, besides those received into the Model School. Those in the Normal Department number in all about 300; in the Normal and Model taken together, nearly 500. The graduating class promises to be the largest that has ever left the institution, numbering at present thirty-seven members. . . . When the news of the Chicago fire reached Normal, the students of the university, in a short time, raised among themselves nearly \$150 for the aid of the sufferers.

ADAMS COUNTY.—The teachers of this county held their institute at Camp Point, commencing Aug. 30th, and continuing in session three days. Adams county is wide awake in educational matters, and the schools are generally prospering. Under the lead of Mr. Black, the County Superintendent, an effort is making to effect a more uniform and thorough organization of the schools of the county. A meeting of school-officers and teachers is to be held at Camp Point, October 7th, to take this matter into consideration. . . . Prof. E. W. Gray, of Quincy, who has taken an active part in the educational affairs of the county during his residence there, is about to remove to McLean county. That his services have been appreciated, and that his loss will be felt by his fellow teachers, is evident from the resolution given below, which was passed on the occasion. . . . A committee, consisting of five of the leading teachers of the county, was appointed to assist the superintendent in the work indicated by the second resolution. The following are a portion of a series of resolutions adopted by the institute:

Resolved. That an effort should be made to effect a more permanent organization of the schools of the county, and that we will call the attention of school-directors to the subject, and use our influence to secure such organization.

Resolved. That we request our County Superintendent to make up and furnish us with a course of study and plan of organization such as he may think could be judiciously introduced into our schools.

Whereas, Prof. E. W. Gray finds it necessary to leave our county; and *whereas*, he has, during his residence among us, taken an active part in our educational affairs, and has by his large experience and ability contributed very materially to the advancement of the cause of education; therefore,

Resolved, That it is with deep regret that we receive the announcement of his intention to leave us, and that we cordially recommend him to the regards of our collaborators among whom his lot may be cast.

The following statistics of the schools of the county will be found interesting: Whole number of school-districts of the county is 188. Persons under 21 years of

age, 27,899; between 6 and 21, 21,901. Pupils enrolled in school, 12,536. Total expenditures for year ending July 31, 1871, \$148,159.45. Amount paid male teachers, \$36,535.31; female teachers, \$34,107.68; total amount paid teachers, \$70,642.99. Average monthly wages paid teachers, \$37.45. Total number of applicants examined, 257; number rejected, 87. First-grade certificates issued, 27; second-grade, 143; total number of certificates issued, 170.

FULTON COUNTY.—The Fulton County Teachers' Institute met in the town of Farmington, on Tuesday, the 29th day of August, and continued in session three days. The programme of exercises was strictly adhered to, the places of those teachers who were absent being supplied by others in attendance. The interest continued unabated till the close. The number of teachers in attendance was eighty-four, and sixty-nine institute certificates were granted. The various class-exercises were well conducted and interesting, and the essays upon educational topics were of a high order. The music, which added much to the interest of the meetings, was under the direction of Mr. Walker, of Lewistown. A lecture was delivered before the institute on Wednesday evening, by Mr. A. B. Leaman, Principal of the Canton schools, and another on Thursday evening by Rev. Mr. Martin, of Yates City, on *Duties of Teachers*. Both lectures were interesting and instructive, and were well received. The citizens of Farmington opened their homes to the teachers, and gave them hospitable entertainment. Many of the people of the town manifested their interest in the work of the teachers by their presence at the meetings throughout the exercises. The success of the institute was due in no small measure to the efforts of the efficient county superintendent, Mr. H. J. Benton. Before adjourning, the teachers adopted a series of resolutions, tendering their thanks to the citizens of Farmington, for their presence, kindness, and hospitality; to the Board of Education, for the use of their high-school building in which to hold the sessions of the institute; to the County Superintendent, for his unremitting and efficient labors in the discharge of his official duties, and in advancing the interests of the cause of education in the county; and to the officers of the institute and to those who had furnished the music for the occasion.

KNOX COUNTY.—Our Teachers' Institute, just (Oct. 23) closed, was of unusual interest. The attendance was large, and much good, I doubt not, has been accomplished.

F. C.

MACOUPIN COUNTY.—The Teachers' Institute of this county will be held at Brighton, commencing on Monday, the 13th of November, and continuing in session through the week. Lectures are to be delivered by Doctors Dimond, Allyn, and Sewall, of whom the last named is also to assist a portion of the time in institute work.

OGLE COUNTY Teachers' Institute was held at Polo, Oct. 3d—6th. The programme which had been previously issued was closely followed. Although a large number of teachers were assigned parts, nearly every one was present, and those who were absent sent *good* excuses. Every teacher present who did not have a part in the exercises was called upon to answer some practical question in the Theory and Art of Teaching, or to correct some sentence, or analyze an example in Mental Arithmetic. Many of the exercises were very interesting and showed thorough preparation. Each contained valuable practical suggestions, and many exhibited a high degree of literary attainment. The exercises in Grammar showed a decided step in advance in this important branch. It seemed as if some of the Ogle county teachers had already cut away from the old stereotyped methods and started out to investigate for themselves. The classes presented in the different branches showed thorough drill in the best and latest methods. Lectures were delivered by Rev. H. M. Goodwin, of Rockford, on *The Suggestive Method*; W. P. Jones, of Evanston, on *China and the Chinese, and Education in China*. Prof. E. M. Booth occupied the last evening in reading various selections, which were fully appreciated by a large audience. The teachers returned to their homes feeling that they had spent a profitable week and had learned many things which they could use in their schools. Among the resolutions passed were the following:

WHEREAS, After due consideration of the public documents relating to the Chinese Indemnity Fund, we, the teachers of Ogle county in convention assembled, are of the opinion that the Chinese and American governments have mutual rights in said fund; therefore,

Resolved, That we hereby memorialize our Representatives in Congress to use their influence in having the Chinese Indemnity Fund devoted to the founding and support of some institution in China which may facilitate the growing intercourse, commercial and diplomatic, between the two nations, and thereby further the interests of literature and science in that direction.

Resolved, That a copy of these resolutions be forwarded to Hon. Lyman Trumbull and to Hon. H. C. Burchard, our Representatives in Congress.

PEORIA COUNTY.—During the first part of September, an institute of two weeks was held in the City of Peoria. The exercises assumed the nature of drills in the common-school studies, and were conducted chiefly by N. E. Worthington, County Superintendent, S. H. White, N. Mathews, of the Fourth-District School in the city, and Mr. Allensworth, of Elmwood. Mr. Swentzel gave instruction in music. One hour daily was given to the consideration of practical questions arising in the management of schools. The institute was very interesting, and was considered of great profit by those present. At its close it adjourned to meet once each month in different parts of the county.... The schools of the city have commenced the new year with excellent prospects. Special attention is just now being given to Drawing.... The County Normal School has an attendance largely increased over that of a year ago. The Board of Supervisors have authorized the employment of an additional teacher.

PIKE COUNTY.—The Pike County Normal Institute met in the high-school hall at Pittsfield, Monday, Sept. 4th, and continued in session five days. The exercises were mainly conducted by Prof. Hewett, of the Normal University. Promptness, accuracy, and thoroughness, characterized the entire work of the session. The propriety of establishing high schools and a county normal school was discussed to some extent. Seventy-three teachers—forty-three ladies and thirty gentlemen—were in attendance, and discharged their duties with that earnestness and fidelity which are so necessary to success in the profession. The next institute is to be held at Barry, beginning the last Monday in next August.

SCHUYLER COUNTY Teachers' Institute convened in Rushville, Wednesday, September 6th, and continued in session three days—one day being devoted to public examination. The officers present were Jonathan R. Neill, President; John A. B. Shippey, Recording Secretary; Chas. Smithers, Corresponding Secretary. During the session the work was carried on in strict accordance with the programme. The most of those who had been appointed to conduct the various exercises were present. The positions of those who were absent were filled by competent persons, so that little delay was caused, and the institute proved to be a success. Quite a number of teachers from other counties were in attendance, which assisted the members of the institute not a little. Much interest was manifested during the entire session by the members, and the meeting was productive of much good. The teachers separated on the last day of the session with a firm determination to apply themselves more energetically and faithfully during the coming year, and to meet again next year for their mutual benefit and advancement.

JOHN A. B. SHIPPEY, Secretary.

FROM AEROD.

NEW JERSEY.—In this state a commission has been appointed, of which Rev. Dr. Campbell, of Rutgers College, is the able president, for the purpose of proposing to the next legislature such revision and amendment of the school system of the state as they may find advisable, with special reference to the establishment of county high schools. It is said that, in addition to high schools, they will recommend a system of state scholarships, the proceeds to be given, under the direction of the State Board of Education, to the best student from each county who may be unable to go to college at his own expense, the selections to be made by a competitive examination. If New Jersey adopts this plan, it will place her in the very front rank of the states in the liberality of her provisions for the education of her sons, and her daughters, too, we trust. The state already boasts 'the most liberal free-school law in the land', passed at the last session of the legislature,

with no dissenting vote in the house and only three in the senate. The most important feature of the law is the substitution of a uniform state tax, amounting to \$4.64 for every child in the state, for the township tax. Before the passage of this law the public schools depended year by year for their support upon the precarious whim of a town-meeting. This is no longer the case. The state tax is their chief dependence; but, if in any case this fund is not sufficient to keep the school open nine months in the year, the inhabitants are to raise by township tax money enough to supply the deficiency. The school year thus provided for is longer than that of any New-England state, and probably longer than in any other state in the Union. A very effective kind of compulsion is placed upon all townships, by providing that, if any one of them shall neglect to raise the amount necessary to supplement the state appropriation, it shall receive nothing from the state, and the amount that would have belonged to it is to be distributed among the other townships in the same county.

N. Y. Independent.

NOTICES OF BOOKS AND PERIODICALS.

(41) THE design of this little book is to teach the young pupil something of the use of the English Language. According to the commonly-accepted theory, it is the business of English Grammar to teach how to write and speak the English language correctly; but it has been discovered that English Grammar, as generally taught in our schools, does not in fact accomplish any such result. The author, in his preface, very truly says that "a practical knowledge of the language is to be acquired through an intelligent observation and use of it, rather than through a study of the science." This is the fundamental idea which is developed through this book. The child that has done faithfully the work laid out in this little volume will have obtained a good knowledge of punctuation and the use of capitals; will have written a great variety of exercises upon objects and pictures presented for examination; will have had considerable practice in changing poetry into prose, and in writing letters and notes and various common business papers, such as promissory notes, receipts and advertisements; and, in short, will have acquired a better practical knowledge of the use of its mother tongue than is generally obtained in a complete course of English Grammar in our schools. We believe that this unpretending book will supply a want long felt by teachers. We hope that Mr. Hadley will prepare another work, on the same plan but of a higher grade, to follow the present one. He has made a good beginning, and we would like to see the same course pursued still further.

(42) WE believe that, take it all in all, this is the best school history of the United States which we have seen. It does not enter too minutely into details, and yet is not so condensed as to be dry and uninteresting. Its style is clear and concise—well adapted to the comprehension of the pupil,—the paper and printing are excellent, and by the skillful use of heavy type the leading topics upon a page are taken in at a glance. The plan of reviews is such as strongly to impress the facts upon the mind of the student. Perhaps too much stress has been laid upon making a book that shall be *recitable*, but a pupil will generally recite and retain best that which has been presented to him in an interesting way, so that to say that a book is *recitable* may mean nothing more than that it is interesting.

(43) If one should take up this last new method with German expecting to find in it a manifest and conscientious effort to furnish the American scholar with a better aid to acquiring the German language than existed previously, he would be disappointed. It is difficult to explain the *raison d'être* of many of the German and French Methods which we are accustomed to expect now-a-days, annually with

(41) HADLEY'S LESSONS IN LANGUAGE: an Introduction to the Study of English Grammar. By Hiram Hadley. Hadley Brothers, Chicago.

(42) SWINTON'S CONDENSED SCHOOL HISTORY OF THE UNITED STATES. By Wm. Swinton, A.M. Ivison, Blakeman, Taylor & Company, New York.

(43) ORAL METHOD WITH GERMAN. By Jean Gustave Keetels, Author of 'Oral Method with French'. Leypoldt, Holt & Williams, New York. 1871.

the crops. They seem to vary little from each other. The same general plan runs through all: a little more or less rubbish of puerilities borrowed from Ollendorff, the patriarch of the tribe, characterizes this or that; but any honest, laborious attempt to invent, to discover, to hit upon some radical improvement of method, to make a book that shall be really a New Method, that shall be a better help than any that have preceded it, is very rarely met with. And it is more remarkable that this publishing-house, that gave us only last year so thorough and much-needed a work as *Whitney's German Grammar*, should have given us this year so feeble an imitation of so many feeble predecessors as this now before us. Ahn has made all that could be made out of the original Ollendorffian Method. While almost numberless books have been based on Ahn, few have improved on him. They have made more expensive school-books, they have multiplied exercises, they have, perhaps, on an average, had one new idea to a book; but Ahn is yet better than any of them. It is possible that these publishers would do well to furnish a small book of exercises, questions, dialogues and tales, to be translated from German into English, and also from English into German, to accompany Prof. Whitney's admirable and exhaustive work—a small book, of a hundred pages, duodecimo, small pica, at the most; but this of Prof. Keetels is not what is needed. And yet we wish that a house which has done so much to aid the study of languages would furnish us with a better introductory book than any or all of them,—something like the *Toussaint-Langenscheidt* Method, for instance; a method that is really an advance on its predecessors—or, rather, thoroughly different from them, and better,—and which has met with great success on the Continent, since its introduction, some ten years ago.

(44) This is the seventh volume of the Chase & Stuart Classical Series. We are glad to see this neat and scholarly edition of these admirable essays of Cicero. We know of no Latin read by students in the ordinary college course which is recalled with greater pleasure than these little treatises upon Friendship and Old Age. Written by Cicero in his riper years, after the calamities of the state had led him to withdraw from public affairs and devote himself to philosophical studies, they are entirely free from that egotism which so often offends in his earlier orations, and they are characterized by a purity and elevation of sentiment seldom surpassed by the writers of antiquity. The editors have done well to add this to the other volumes of their series. We may mention the following as qualities that will recommend this edition to teachers and students: an attractive appearance, compact and convenient form, clear text, judicious and carefully-prepared notes. The introduction to each of the essays contains notices of the subjects discussed and of the characters introduced, and also gives an outline of the course of thought. In the notes we find references to all of the principal grammars in use in our schools.

(45) A SOMEWHAT thorough examination of Mr. Brooks's volume, particularly of those points to which the Preface invites especial attention, leads us to regard this as a text-book of considerable merit. The points of novelty, if fewer than would be looked for after reading the Preface, are quite as many as are usually found in recent efforts to make the higher mathematics attractive, and are well treated. While, in general, commending this book in respect to its matter and its special features, we present (with small capitals) a few expressions which we think ought not to appear in a second edition: "Have pupils to make problems." "If we represent the units by *u*, the tens by *t*, etc., we WILL have the following formulas." " $a \times b$ is read *a INTO b*." "The exponent indicates how OFTEN the quantity is used as a factor." "Adding the EQUATIONS." "Multiply the EQUATION." We wish we could inform our pupils in this branch that Mr. Brooks's 'Exercises in Notation' (see p. 24) are stated in language less ambiguous than that used by most of his predecessors in kindred authorship; but we discover here no improvement.

(44) CICERO DE SENECTUTE ET DE AMICITIA, with explanatory notes. By E. P. Crowell and H. B. Richardson. Eldredge & Brother, Philadelphia.

(45) THE NORMAL ELEMENTARY ALGEBRA. By Edward Brooks, A. M., Principal of Pennsylvania Normal School. Sower, Barnes and Potts, Philadelphia.

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THE AMERICAN HIGH SCHOOL: ITS CLAIMS AND ITS WORK.*

IN his last report (for 1870), our Superintendent of Public Instruction informs us that there are 108 High Schools in the State of Illinois, or, about one for each county. The number of *Graded Schools* is reported to be 641,—81 less for the year 1870 than for 1869. But as no separate enumeration of High Schools has been made in the earlier reports, it is to be presumed that most, if not all, those schools which are now classed as high schools have heretofore been counted as separate graded schools, so that the falling-off is more apparent than real. We are further informed that among these *high schools* there is "a wide difference in the extent and character of the courses of study, in the requirements for admission, the standard of scholarship, and their general excellence. The common characteristic of them all, however, is that they are specially designed to afford instruction in more advanced branches of learning than those prescribed in the general school-law."

It is evident that our earlier law-makers did not contemplate superior education at public expense, and nearly all schools of a high grade, to the present day, in the State of Illinois, are creatures of special legislation. That free common schools should grow up into free high schools is, however, only natural and logical; and indeed, once having admitted the principle of state education, it is difficult to say where the state should stop, short of affording at some place and in some way the means of whatever intellectual culture any of its population may seek.

Is education a public, or a private interest? If private, what has the state to do with it in any way? If public at any stage of its development, at what particular point does it become suddenly and wholly a matter of merely individual concern? Is the common school one thing and the school for superior education another, different in its nature and objects; or, are they component parts of one grand system? Upon the true answer to these questions must depend the very existence of the high school as one of the steps in our educational ladder.

There is probably in every community a party—small, it may be, comparatively, in numbers, but influential in affairs—which regards all superior schools as

*A paper read before the Illinois Society of School Principals, at Rockford, July 6th, 1871, by J. B. ROBERTS, Superintendent of Schools, Galesburg, Illinois. Published by order of the Society.

extra-public interests. There are places in which the hostility of this party to the public high school is really formidable, and threatens the existence of institutions of this kind which are already established. The intelligence and even the public spirit of many who belong to this party is not to be questioned. We may not bring a railing accusation against them. It is not enough to charge this opposition to the penurious spirit of tax-payers nor to rival interests in private institutions; though, without doubt, much of it springs from these sources.

Decorous modesty forbids us to say "Surely, we are the people, and wisdom was born with us"; and yet, the oldest English high school in the United States is younger than some of us, while the memory of the youngest of our number runs far back of the birth of the first high school in Illinois or the West. Yet a full century ago New England was dotted all over with academies and classical schools of high grade and wide-reaching influence. To an old New-Englander the names of Dummer, Exeter, Andover, Leicester, Munson and Williston Academies are full of sacred and venerable associations. He will hardly believe that any thing modern can meet the educational wants of the land quite so effectually as that system which served New England so long and so well.

But we must not forget that in the history of these venerable institutions, though they originated in private munificence, is to be found a full recognition of the principle upon which rests all provision for superior education at public expense. In the year 1797 the academies of Massachusetts were virtually incorporated into her system of public schools; and not only did existing academies receive endowments of lands from the state, but provision was made for the establishment of new institutions by state aid in those parts where none were as yet in existence. The policy was that every neighborhood of "thirty or forty thousand inhabitants" should have one superior school, endowed partly by individual, partly by local and partly by state contributions. The credit of giving shape and effect to this policy belongs to the Hon. Nathan Dane, author in Congress of the famous 'Ordinance of 1787'. There can be but little doubt that many of these schools owe their *continuance*, if not their first existence, to the fact that they were adopted by the State of Massachusetts.

The strong point, however, which the opponents of the high school make is that but a very small portion of the community is reached by its influence. In a narrow sense, this is quite true. In the most favored communities the average school-life of an American youth is less than six years,—little more than half long enough for the most elementary studies. Where circumstances are most favorable, moreover, we find in the high school only from one to four per cent. of the entire school attendance of a given town or city. Boston and Chicago may illustrate the extremes. Boston has a little less than 4 per cent. of her school attendance in the high schools; Chicago about $1\frac{1}{2}$ per cent. Some of the smaller cities reach a maximum of 5 per cent.; but the difference is, probably, in some measure owing to the fact that their schools are of a somewhat lower grade than those of the larger cities.

If we multiply these percentages by $2\frac{1}{2}$, we shall have in per cent. about the true ratio of the number actually in high schools to that which should be in them, upon the theory that it is desirable or possible for all the children who are in the public schools to complete the entire course. Assuming this basis of calculation to be

true, although it leaves out some elements which would much reduce the figures, we find that Boston with her system for superior education reaches only one in ten of those for whom it was designed; Chicago reaches less than one in twenty.

Carefully-collected statistics in Cincinnati, St. Louis, and in some smaller cities, show that the largest attendance upon our public schools is of children between the ages of eight and nine, after which age the falling-off continues from year to year in a rapidly-increasing ratio. The average age of pupils in public schools, including high schools, is about 10 years. In Cincinnati it is 9 years and 5 months; in St. Louis it is 10 years; in my own town and Aurora it is about 10 years and 1 month.

In view of such facts as these, John Hancock, Superintendent of the Cincinnati schools, is led to say, "It would seem that there is but a limited demand for higher education, or the schools are not adapting themselves to the wants of the community." "If", says he, "there be any thing more in the design of an education by the state than to give the merest rudiments of knowledge in the elementary branches, if its design be to form the character of its citizens as well as to give them information, then must this purpose be in a great measure defeated if it have not more time in which to mould and build up this character. The large sums paid for public education must, under the present order of things, ever fail to yield their best fruits."

Whatever may have been the intent with which these words were uttered, they certainly have been quoted with effect by those who are disposed to look upon the high school as a costly and unpractical ornament upon our educational edifice.

There is still another point made by the opponents of public high schools. They say that free education is simply a measure for public safety. "All that is necessary to secure this end," say they, "is that the people should be able to read and write and should know enough of business forms and reckoning to secure them against the danger of being cheated in making change. Higher mathematics, languages and natural science are not needed to make men orderly citizens: those who seek higher attainments do so in pursuance of individual tastes and ambition. Why should the state furnish one of its members with intellectual capital, rather than another with banking capital?"

These, then, are the two articles in the indictment against public high schools. Reversing the previous order of statement,—1st, The state is not interested, and therefore need not concern itself with the higher education of individuals; and, 2d, All attempts to promote higher education on the part of the state have thus far resulted only in the benefit of a few at the expense of the many.

A complete consideration of the first article will include most of what need be said in reply to the second.

In the first place, we must throw out of the consideration the relative rights of the many and the few. It may sound paradoxical, yet it is doubtless a true principle of statesmanship, that government has no more right to concern itself with majorities, however large, than with minorities, however small. Any theory of state education which takes into consideration the special advantage of individuals, of classes, of parties, or majorities, must fall to the ground; and the whole fabric of an educational system based upon such a theory must, in time, come to the ground with it.

Governments are instituted for the promotion of the ends of society as a whole. Tried by this standard, it is true, most governments now in existence are failures. In many things, they either fall short of duty or they overreach it. The public is cheated of some great advantage which might be secured to it, or those who are intrusted with the management of public affairs lend themselves, either corruptly or ignorantly, to the schemes of individuals and corporations. In the name of sound policy, let us insist that all our governments, whether local, state, or national, shall confine themselves strictly to their legitimate functions.

We must place, then, the claims of education at public expense upon the necessities of organized society. If at least a rudimentary education is requisite to prevent civilized society from relapsing into barbarism, then the law of self-preservation, the most imperative of all natural laws, justifies society in educating. If the well-being of organized society demands that there shall be men and women of wider information and higher culture than is attainable by the masses, if there are things to be done in the interest of all which can only be done by persons of superior training, then is society justified in affording even to a select few the means of preparing for their peculiar work: not, indeed, an arbitrarily-selected few, but a few chosen by the higher and more subtle law of 'natural selection'.

That the affairs of society can not be thoroughly and well administered in all departments without more knowledge and discipline than is afforded by common schools of the lower grades must be admitted by all. Nor, in making this admission, need we forget the illustrious succession of 'self-made men', whose brilliant and useful public careers have so often served to point a tirade against schools of all degrees. Every one knows these cases to be purely exceptional, and practically recognizes such to be the fact. What father, with ambitious notions for his son, attempts to develop his budding genius and fit him for presidential honors by limiting his opportunities to an old copy of Euclid perused by the light of a pine-knot? Who would expect to make his son an eminent linguist by binding him out as a blacksmith's apprentice, or to fit him for a senatorial career by confining him until majority to a cobbler's bench? And yet, the history of some of our self-made men might afford precedents for even such folly.

The common sense of mankind is that society needs leaders as much as an army does, that these leaders must be educated men and women, and that good schools are the best means for educating them.

Every virtuous man of high culture is a common blessing to the society of which he is a member; and the higher the order of his talents and virtues, the more wide-reaching is his beneficent influence. In a good and eminent citizen a state has a greater treasure than in capitol buildings, railroads, or river improvements. Have we not reason to rejoice and take pride as a nation that such a man as Agassiz has found a home with us and the means of prosecuting his chosen work? Our government has never yet adopted the policy of pensioning such men, nor of offering them special inducements to become American citizens; but who is there who does not feel that the Legislature of Massachusetts has not only done a legitimate thing, but has done itself great honor, in recently appropriating \$50,000 for the use of this eminent naturalist in the enlargement of his Museum?

Fortunately, there are institutions in our land which are not slow to recognize ability when once it is developed, and to give it a sphere of activity. It is not

likely to be lost to the world. But there will be great loss if our American youth, in city, town, and country, find no opportunity to develop the intellectual power there is in them.

For what purpose, the question recurs, are governments instituted among men? Are they merely to punish and repress outbreaking wrong? If so, no government has a right, either in its general or municipal capacity, to meddle with education. Nor has it a right to carry the mails, or to incorporate institutions and companies, to own and sell land, to encourage manufactures and agriculture. In fact, philosophers of the Herbert-Spencer school take this limited view of the functions of a state. No nation, however, has as yet been converted to such a doctrine. The government is regarded as the head of organized society, and the most fitting and convenient instrument for doing those things which are a common interest—those things without which civilization must decline and society fall in pieces. This is both the theory and the practice of the nation to which we belong.

What, then, is the very foremost conservative element in civilization? It is the education of the people; and not alone the rudimentary education of the masses, but the higher education of those who are to be our social, political and religious leaders. The logical conclusion of the matter is this: But two consistent courses lie open to the state. It must either let education alone entirely, or it must at least fully supplement the means which private liberality has furnished for the very highest culture which any seek and have the capacity to receive.

Says Everett, "I will thank any person, who can do so, to show why it is expedient and beneficial in a community to make public provision for teaching the elements of learning, and not expedient nor beneficial to make similar provision to aid the learner's progress toward the mastery of the most difficult branches of science and the choicest refinements of literature. Sir, they all hang together. . . . The duty of educating the people rests on great public grounds, on moral and political foundations."

Michigan has already come up to this grand idea, and in this respect she is in advance of her sister states of the West. Her common schools, her high schools, and her noble university, the pride of the whole West, are parts of one magnificent scheme of free education, fully realizing the ideal of Huxley, who says that "no system of public education is worthy the name of national, unless it creates a great educational ladder with one end in the gutter and the other in the university."

With regard to what high schools have actually done and how far they are meeting the popular wants, it is perhaps too early to draw any general conclusions. The oldest public high school in the United States, if we except the Boston Latin School, is but fifty years old. Until 1837, when the Philadelphia High School was organized, there was not a single institution of the kind in the United States outside of Massachusetts. Boston had no permanent high school to which girls were admitted until 1853. The high school of Chicago, which I take to be about as old as any institution of the kind in the West, only dates back to 1856.*

The system of free schools for superior education is yet in its infancy. It is true, as we have already seen, that a majority of the school-children never reach the high school; but the number who do so is continually increasing, as the lower grades are better taught and as population becomes more stable. A majority of

*The St. Louis High School was founded in 1853.

those who enter do not graduate — perhaps not more than one fifth of them,— and indeed about one half leave at the end of the first year. And yet, small as these *ratios* appear, it is within bounds to say that in the state of Illinois not less than 5000 youth are annually receiving instruction in the higher branches of education, a large majority of whom would have no opportunity to do so except for our free high schools. This, then, is no small addition to the sum-total of popular intelligence. Nothing is more contagious than intellectual activity. The influence of these 5000 pupils is felt by all the other members of as many families, and the wonders and beauties of science and literature, both ancient and modern, become topics of conversation around many an evening lamp and in many a social circle. Take away from the intelligence of this nation all that has been added to it within the last twenty years by public high schools, and you will lower by many degrees the standard of civilization and culture to which we have attained.

But all this may be conceded, and yet the objection be urged that high-school work belongs more appropriately to academies and endowed schools. Well, and what is a public school but a school which is endowed by the wealth of the whole community where it is situated? Let the public, by all means, accept whatever the liberality of wealthy individuals may induce them to give: it will make the burden lighter for the rest, but will not relieve them from an ounce of responsibility. The schools must be had: civilization requires them. What private individuals fail to do for society, society must do for itself.

Has any one made an estimate of the amount of capital invested in our grand system of public instruction? The running expenses of the public schools of New-York City are equal to the interest on fifty millions of dollars. The 108 high schools of Illinois represent an unproductive capital of one million of dollars, at a low estimate; while endowment funds of about five millions would be required to make them what all such schools should be — free.

The most hopeful advocate for endowed academies and classical schools, I believe, has not had the assurance to propose more than about one for each congressional district; while there is already a high school for each county, and it is to be hoped there will be one for each township of 500 or more families. The great obstruction which prevents children from being sent abroad for their schooling is the inability or unwillingness of parents to pay the expense of their board, or reluctance to have their children away from parental influence during the most critical of the formative periods of their character. It is a thing earnestly to be desired that children should have home training until the age of fifteen or sixteen, when they may be trusted to go abroad to the college, which demands a larger area for sufficient patronage.

Teachers and friends of education, we have pressing need to raise high the standard of free schools in the communities where we live. Times are hard, taxes are burdensome, and in every community are found men of narrow minds who are not without influence, and who some times even manage to get themselves elected on boards of education. They have but one idea which is worthy to be called a policy, and that is to reduce expenses. They do not see why children in these times should have better opportunities than they themselves had forty years ago. Men trained up in the old wayside log school-house have got on pretty well in life, and have become rich and respectable. If any body wants any thing better for

his son, let him send him where it is to be had by paying for it. In many cases our first and most urgent work is to combat this sentiment. There are, moreover, many places still without high schools which ought to have them, and there a public opinion is to be created which shall demand them. We are to educate the people as well as their children.

Our position is a strong one, and need not be supported, or rather weakened, by fallacious arguments. The great principles, then, which we are to hold forth are, *First*, That a certain amount of rudimentary education is necessary for the simplest and most ordinary duties of life; that this education is to be offered freely to all, and that all practicable and reasonable means are to be used to induce all to receive it.

Secondly, That beyond this, the circumstances, necessities and responsibilities of all not being alike, there being multiform duties devolving upon the members of society, all do not need precisely the same kind or amount of knowledge and culture; that the duties requiring higher culture can be performed by a smaller number of individuals than are required for the common duties of life, so that no great public interests are brought into jeopardy by the comparatively limited education of the masses.

Thirdly, That general intelligence is not best promoted by giving superior education to select classes—as, for example, to the children of the wealthy, who are able to pay for it,—but to the best minds of all classes and conditions, thus rendering it possible for those in the humblest to reach the highest position, and keeping up a purifying process in society by a constant interchange of ascending and descending currents.

It would be instructive to know how many of the teachers of our land were trained in high schools. It has been very justly said that a mere common-school graduate is not fit to teach a common school. There is a constantly-increasing demand for well-trained teachers. Normal schools are doing something toward meeting this demand, but our high schools must bear off the palm for the numbers they supply, if not for the thoroughness of their preparation. Indeed, many of our high schools have normal departments connected with them, and the number of such is increasing year by year.

During the first sixteen years of its existence, the Boston Girls' High and Normal School furnished 448 teachers for the Boston public schools, and 226 teachers for other places, making 714 in all. During the past year, 32 out of 53 teachers in Peoria were graduates of her high school. These instances are given merely because the statistics happen to be at hand, not that they are known to be especially extraordinary.

Before leaving this part of my subject, I should not omit to mention the indirect influence exerted by a good high school upon all the lower grades of the system with which it is connected; an influence which affords a healthy intellectual stimulus to many a boy and girl who may never succeed in getting within its walls. It works better than a compulsory law in securing good and continued attendance. Remove the high school from a town which has enjoyed its advantages, and immediately the whole intellectual tone of the place begins to lower. The class of pupils who used to drop out of the first grade now go from the second or third, and the whole school sinks both in reputation and in power for good. The effect

of a good high school upon the reputation of a town is generally recognized by business men, and this has led to some architectural extravagances, which are in no small degree accountable for a slight reaction in public sentiment. Great discretion is needed on the part of the friends of education, lest this reaction in some places result disastrously.

Having considered the claims of the high school to be an integral part of our national system of public instruction, let us now turn our attention to the conditions of its organization and management.

In the first place, a large and compact population is necessary: the larger the better. A population of some 500 families who live within easy accessible distance from some eligible centre is, perhaps, as small a population as can easily support a first-rate school of high grade. An intelligent, well-to-do community of this size will furnish, on an average, about 50 scholars for the higher classes. For such a school no palace is needed, only a separate room in the main public-school building, with a recitation-room or two adjoining; some apparatus, a few minerals, and a well-selected library of reference-books. Two or three teachers, if well qualified and efficient, will constitute a sufficient corps of instructors. The great majority of high schools in this state are about of this class, and must be for many years to come.

High-school teachers should be persons of liberal education; if possible, graduates of higher institutions. The management of such a school has been committed to women alone, who have done the work thoroughly and well. It is, however, undoubtedly better, when practicable, to have teachers of both sexes.

The grammar school or schools of a place are expected to furnish pupils for the high school. The terms of admission and mode of selection vary somewhat, as we should expect, in different localities. The common method is to admit those who pass the ordeal of a written examination, which is made more or less severe, according to circumstances and the judgment of the examiners. It may be made so severe as to exclude all except the most brilliant pupils, or it may be so relaxed as to admit the most stupid. In the one case wrong is done to individuals; in the other, the whole school suffers from a dead weight of incapacity with which it is loaded down. What, then, should be the standard of admission, and what the criterion by which the candidates are to be tried?

The ordeal of examination should certainly not be abolished, but it should be only one of the elements. The record of the pupil's success for the previous year or two should also be an element of no less weight. The effect of the first mode of selecting pupils is to make the teaching of the grammar schools take the anticipated turn of the examination. So many pupils leave school at this period that the work of the first grade should be made as complete as possible in itself. The judgment of a teacher, as to what his pupils had better be taught, should not be warped by a spirit of emulation toward his fellow teachers, whose pupils are to be put in competition with his own in a factitious examination.

On this point, Sup't Philbrick, in a recent report, says, "Pupils in the grammar schools ought to be taught without reference to high schools. They should be taught what is best worth knowing, up to a given age, and then they should, if they desire it, be permitted to pass to the higher grade of instruction."

The requirements for admission can not be every where the same. Chicago, as

is well known, is obliged, in self-defense against numbers, to make admission to the high school difficult. The sifting process begins far down in the district school, and becomes more and more exclusive at each successive repetition. The Darwinian theory of the 'survival of the fittest' finds here a most striking exemplification. None but the most brilliant or the most industrious can hope to reach the high school. Chicago is thus enabled to maintain a school of so high a character, as respects scholarship, that but few of our western colleges are able to compete with it. Any person familiar with western institutions is well aware that the sharp, quick and direct work of the Chicago High-School class-room can not be done with the material of which most of the students of our rural colleges are composed,—at least, not until after the discipline of years. Not more than two or three of the high schools in this state can afford to make themselves as exclusive as that of Chicago. The requirements for admission must vary somewhat with the circumstances of each locality. It is, perhaps, sufficient to say that they should be—(1) the ability to read and write the English language with a fair degree of accuracy; (2) a knowledge of the general features and divisions of the earth's surface; (3) a ready facility in the use of numbers for all ordinary business purposes. Habits of close attention should have been formed, and the perceptive faculties and memory should have been so trained as to yield a ready obedience to the will. In the process of the development of these faculties, it is to be supposed that the pupil has acquired some elementary knowledge of the three kingdoms of nature and of the facts of history, especially that of his own country.

The pupil is now to commence, not so much the investigation of entirely new fields of knowledge as the classification and combination of the material which he has been accumulating, together with the acquisition of new and more recondite truths.

By a somewhat arbitrary, though by no means a forced classification, all possible knowledge may be included under three heads, viz., (1) *a knowledge of man*; (2) *a knowledge of nature*; (3) *a knowledge of fixed relations, or mathematics*.

[That I may not seem to have overlooked the knowledge of God, allow me to say, in passing, that I regard it as included in the first two. We have no direct knowledge of God; and when God wished to reveal to us his wisdom and power, he did it in the works of Nature; and when he would reveal to us his loving heart, he did it by sending his only son into the world—a *Man*.]

Each one of these three grand subjects for study should run throughout the high-school course and should share the time about equally with the others.

Man gives us language, history, the arts, and mental philosophy. Nature opens to us the wonders of the animal and vegetable kingdoms, the physical constitution and forces of the globe, and, indeed, the whole of the created universe. Mathematics treats of all the relations of number and space.

I may, perhaps, be excused from presenting a detailed scheme of studies. This was so elaborately done in the able papers read before the State Association at Peoria and Decatur, and afterward published, that I should only be repeating what you already have in your possession. Allow me, rather, to speak of the underlying principles and methods of high-school instruction.

The studies and methods of the lower grades have been designed to make the mind dexterous and accurate in its operations. The faculties chiefly cultivated

have been the perceptions and memory. The methods of instruction have been predominantly synthetical. A store of facts as a basis for inductive reasoning has been gathered in. The pupil is now to be raised to a higher stand-point of observation, from which he is to comprehend at a glance the relation and dependence of the parts which he has been studying in detail while in the plain below. Investigation of general principles takes the place of mere practice in operations. Subjects, rather than text-books, are studied. We have classifications in place of isolated facts. The judgment now becomes the leading faculty to be trained.

No person, I trust, will understand me to mean that all this change is suddenly brought about as soon as the student enters the high school. We must follow the methods of nature, and nature is never abrupt in the development of her plans. High-school methods will, of course, commence far down in the grades below. They only culminate and become leading principles in the high school itself, so that they may be said eminently to characterize that part of a course of instruction.

But to illustrate these general laws by specific examples. The pure mathematics, as algebra and geometry, take the place of practical arithmetic; criticism and rhetoric follow grammar; the history of mankind and of the development of the race takes the place of mere national history; the general constitution of the globe, both external and internal, as presented in physical geography and geology, is investigated in the light of the great physical laws of the universe. The apparently arbitrary arrangements of man are shown to be, after all, in a great measure, controlled by higher physical forces, which the Creator himself set in operation 'in the beginning'.

The most successful student is no longer the one with the surest memory: he is not the one who retains the greatest number of facts, but he who can deduce the greatest number of facts from a few first principles.

What need for one who has once comprehended the binomial theorem to cram the memory with rules for extracting roots? What system of mnemonics will so well enable one to retain the facts of meteorology, of winds, ocean currents, climate, etc., as a knowledge of the laws of heat and of the contours and elevations of continents? — this, and a judgment accustomed to reason from cause to effect.

The student is now to be led on to independent, self-reliant modes of study. He searches into the deeper mysteries of nature. Having learned in the primary school to discern the external properties of objects, he now begins to study into the secret laws of their existence and their more recondite affinities and relationships. He now learns to classify plants — not merely from general resemblances, but from an inspection of parts which require great patience and practice to discern. The wonderful chemistry of vegetable germination and growth is unfolded to his mind.

The student has already learned the parts of the human body and the functions of its external members. He now learns something of the mysterious processes of the circulation, of breathing, of digestion and the philosophy of health.

From having seen a few of the rocks and metals which form a part of the earth's crust, he learns to read the history of the world's growth in the depositions of fires and floods and in the successive generations of living beings which have been buried by them.

He may have learned the names of a few planets, and, if peculiarly fortunate in

his teachers, he may know by sight a few of the constellations which gem the sky on a clear night. He now gains some idea how these heavenly bodies are weighed by the astronomer as in a balance, and how their distances and motions are computed.

His mind is enlarged by learning something of the language and literature of other nations as it might be by traveling in a foreign land, and he acquires more accuracy both in the process and the expression of thought. It is true, he can not go far within the portals of all these galleries of knowledge nor familiarize himself with a tithe of their wonderful contents; but it gives the mind a powerful impulse to have the doors held ajar if but for a moment, until one catches a glimpse of the glories within.

It is a good thing to know facts; but how glorious to find these facts transformed into 'windows through which we may behold the infinite beyond'! Henceforth we are freed from the bondage of ignorance and superstition, by which all half-civilized peoples are held in chains until this day. How is our nation to be secured from the wiles of quacks, charlatans, and cunning politicians? I certainly do not know, unless it is to be by training up in every community as many as possible whose knowledge of nature, of affairs, of the laws of mind and motives of human conduct, shall render it impossible to mislead or deceive them in respect to any of these things. Until the dawning of a better day, it will be impossible to educate all up to this standard; but it only takes a little leaven to leaven three measures of meal; and there is on record more than one instance in which the wisdom of one man has saved a city.

I think that we Americans have some reason to rejoice at the degree of general intelligence which prevails, at least in the Northern States of this republic, especially when we compare ourselves with England. In an address delivered in London only three years ago, Huxley makes the following surprising statements: "Every one knows", says he, "that it is a rare thing to find a boy of the upper or middle classes who can read aloud decently, or who can put his thoughts on paper in clear and grammatical (to say nothing of good or elegant) language. The ciphering of the lower schools expands into elementary mathematics in the higher—into arithmetic, with a little algebra, and a little Euclid. But I doubt if one boy in five hundred has ever heard the explanation of a rule of arithmetic, or knows his Euclid otherwise than by rote." Listen to what this witness further deposes: "Until within a few years back, a boy might have passed through any one of the great public schools [of England] with the greatest distinction and credit, and might never so much as have heard of modern geography, modern history, modern literature, and the whole circle of the sciences—physical, moral, and social. He might never have heard that the earth goes round the sun; that England underwent a great revolution in 1688; that there once lived certain notable men called Chaucer, Shakspeare, Milton, Voltaire, Goethe, and Schiller; and as for science, the only idea the word would suggest to his mind would be dexterity in boxing."

In Heaven's name, then, you well may ask, what did they teach in those great public schools? Why, they taught Greek Mythology. To quote the delicate sarcasm of James Russell Lowell, they "pained themselves to write Latin verses, matching their wooden bits of phrase together as children do dissected maps, and

measuring the value of what they had done, not by any standard of intrinsic merit, but by the difficulty of doing it." Upon the showing of such a record, there is no wonder that a reaction has commenced in England against classical learning which almost threatens its existence. The trouble has been that, failing to recognize the equal claims of the three great departments of education, they have confined themselves to one, and indeed to a very limited portion of that.

I shall complete this picture by one more quotation from Huxley, and I am glad to say that it is taken from an address delivered in London seventeen years ago. "I am addressing, as I imagine," says he, "an audience of educated persons; and yet I dare venture to assert that, with the exception of those of my hearers who may chance to have received a medical education, there is not one who could tell me what is the meaning and use of an act which he performs a score of times every minute, and whose suspension would involve his immediate death — I mean the act of breathing; or who could state in precise terms why it is that a confined atmosphere is injurious to health."

Imagine a popular lecturer addressing such language to an American audience of '*educated persons*'. If allowed to proceed, he certainly would owe the favor to extreme forbearance on the part of his hearers.

What is it that has raised the general intelligence of the American people above the fear of such reproaches? No influence has been more potent to this end than that of high schools.

Edward Everett once filled a visitor with astonishment and admiration by boasting that the richest citizen there could not buy for his son a better education than Boston offered as a free gift to the sons of every humble laborer. There are now throughout the states a thousand cities, towns and villages who can repeat that boast with but a slight discount.

To what do we owe improved styles of architecture for dwellings and public buildings, and improved sanitary conditions of cities and abodes of men, except to the higher general intelligence of the people, who seem just beginning to learn something of the great laws of the physical universe, and the economy of God in pouring out all around us in such abundance the air of heaven and the floods of his sunlight, and in sending streams of pure water through the land and under it? We are just beginning, as a race, to learn the uses of air, sunshine, and water; and if our superior schools are not the original discoverers of these great underlying principles of happiness and physical well-being, they are at least the great distributors of them — *i.e.*, they bring them to the knowledge of the people.

Of high-school work in its relation to the college I need not speak at length. I have considered the high school as having a work of its own, and as independent, in a sense, even of the common school, though building upon it as a foundation. Perhaps it would be more just to consider the common school as foundation and one story. The building may stop here, and with a roof may serve as a shelter and an abode; but it lacks proportion and finish. The high school may serve as second story, and the college as Mansard roof. The structure may stop at the top of either first, second or third story, and still be a building. The full-grown mansion is best of all; but the great majority of mankind still dwell in one-story houses, and it will probably be a long time before we shall be able to give the ma-

jority more than a one-story education. If, indeed, we are ever able to bring all out of the basements and cellars, it will be a time of great rejoicing.

But the point which I wish to illustrate by this somewhat confused metaphor is, that each stage of education should be complete in itself. If high schools afford means of preparation for college, they should do it as an incidental and not as a main work. The student who expects to take a college course wants to do a very different sort of work from that of him who is to go immediately into any other kind of business. The needs of the many must take precedence of those of the few. Whether a high school shall fit students for college must be determined in each individual case upon principles of a wise economy. As a matter of fact, most towns could more economically send abroad for preparation those of their youth who display predilections for a college course than provide them with suitable instructors at home.

The Boston Latin School, probably the oldest and most popular, as well as the most favorably-situated public preparatory school in the country, during the last sixty years has sent out an annual average of only about thirteen students fitted for college. Chicago and Cincinnati, each, with from four to six hundred high-school pupils, succeeds in getting off to college yearly a squad of from five to seven young men. The statistics of all the high schools of the West, were they accessible, would undoubtedly show but meagre results in this direction.

The lesson from these facts is this: The high school must do its own work without reference to the college, in a few favorably-situated places attaching the preparatory work to itself as an addendum.

There are some general principles bearing upon the arrangement, consecutive order and relative time of each study in a high-school course, which deserve more than a passing notice, but which, for lack of time, must be dismissed with a bare statement.

1st. The time allotted to each study should be so short as to require diligence and industrious application on the part of the average student.

2d. The arrangement of subjects should be such as to afford the strongest inducement to constant attendance.

3d. Studies should not lap over from one year to another or from one term to another, unless they require more time than an entire year or an entire term.

4th. Studies having a logical relation to each other should come in the order of their dependence.

5th. So far as is not inconsistent with principle 4th, the most practical studies should come earliest in the course, but the so-called 'generous studies' should have full recognition in their proper place.

And yet, we can not but recognize all true culture as preëminently practical. Whatever makes the soul grow is practical. Still, it can not be denied that some kinds of knowledge are more immediately related to the question of bread and butter than others. Where mere existence is a struggle, every other consideration must give way to the one question "What shall I eat, what shall I drink, and wherewithal shall I be clothed?" But, thanks to the arts of modern civilization, the human race is freeing itself more and more from the slavery of gaining a subsistence. This fact, together with the wonderful—almost universal—diffusion of a cheap literature, creates conditions most favorable for a higher culture of man's

spiritual nature. We are in little danger, it is true, of having too much of what Huxley calls 'material civilization'—that which "gives us great ships, railways, telegraphs, factories, printing-presses," and all that "without which the whole fabric of modern society would sink into a mass of stagnant pauperism." We want all these, and the more the better; but it will be the worse for us, as a nation and as a race, if our moral, intellectual and æsthetical culture is to be sacrificed upon the altar of a material prosperity.

We want, of course, first, to make as many as possible masters of the *material* facts of their existence. In this land and with our own sturdy race, this is perhaps not the most difficult part of our task. "The Saxon," says Lowell, "is healthy, in no danger of liver-complaint, with a digestive apparatus of amazing force and precision. He is the best farmer and best grazier among men, raises the biggest crops and fattest cattle, and consumes proportionate quantities of both. He settles and sticks like a diluvial deposit on the warm low-lying levels, physical and moral."

Such a character needs but little outside impulse in the direction of material things. With proper moral and æsthetical culture, however, it constitutes the material of a society both prosperous, intelligent, and virtuous. In short, with such material and such culture, we may have a society containing all the elements of perfection. That the men and women who must be the influential and leading spirits in such a society may be properly fitted for their responsible positions, we should furnish, in every town and village throughout the land, to as many as will receive it, that complete and generous education which, as Milton says, "fits a man to perform justly, skillfully and magnanimously all the offices, both public and private, in peace and in war."

In the words of an eminent living writer, "We want to rear men fit and ready for all spots and crises, prompt and busy in affairs, gentle among little children, self-reliant in danger, genial in company, sharp in a jury-box, tenacious at a town-meeting, uneducible in a crowd, tender at a sick-bed, not likely to jump into the first boat at a shipwreck, affectionate and respectable at home, obliging in a traveling party, shrewd and just in the market, reverent and punctual at church, not going about 'with an air of perpetual apology for being in the world,' nor yet for ever supplicating the world's special consideration, brave in action, patient in suffering, believing and cheerful every where, fervent in spirit, serving the Lord. This is the manhood that our age and country are asking of its educators—well built and vital, manifold and harmonious, full of wisdom, full of energy, full of faith."

ORIGIN OF COMMON QUOTATIONS.—Among the quotations in constant use, "Dark as pitch," "Every tub must stand on its own bottom," are found in Bunyan. "By hook or crook," "Through thick and thin," are used by Spenser in the 'Fairy Queen'. "Smell a rat" is employed by Ben Jonson, and by Butler in 'Hudibras'. "Wrong sow by the ear" (now rendered "the wrong pig by the ear") is used by Ben Jonson. "Turn over a new leaf" occurs in Middleton's play of 'Any thing for a quiet life'.

A SUMMER VACATION IN ENGLAND AND SCOTLAND. WHAT IT COSTS.

BY PROF. J. R. BOISE.

[Continued from last number.]

III. THE PLAN ABROAD.—I stated, in my last article, that I spent six weeks and two days in England and Scotland for one hundred sixty-two dollars and a half; or, rather, twice that sum for my daughter and myself.

But how was this accomplished? is the inquiry that I anticipate from every person interested. How could one spend six weeks in England, comfortably, respectably, and profitably, on so small a sum? A few suggestions on this point may be useful.

1. Make up your mind to practice the most rigid self-denial at every step. I do not mean self-denial in respect to the ordinary comforts of life. Those you may have in as great abundance as a frugal person desires. I mean self-denial in respect to sight-seeing. You must not try to see every thing, nor a tenth part of every thing, that is worth seeing. Determine to do only a few things, and to do those few thoroughly.

2. Map out your route beforehand, and then follow it with little variation. If your means are limited, you can not afford to go hither and thither without plan. To a teacher there are no points of more interest than Oxford, London, Cambridge, and Edinburgh. Many interesting places will lie directly in your route.

3. How to travel and how to live. It is entirely respectable, and comfortable enough for a few hours, to take what is called the Parliamentary Train; in other words, the third class. You will meet here about the same variety of persons as in a street-car in Chicago. The cost will be less than half as much as in the first class. Suppose now you have reached Oxford about midday. Leave your baggage in the cloak-room at the railway station. Go into the city and find a furnished room; or, perhaps, a bed-room and sitting-room. Agree on the price for rent and attendance, and then bring your baggage. Have your breakfast and tea brought to your room, and pay for just what you order. Take your dinner at a restaurant. Bear in mind to give the waiter a fee of twopence each day; and when your time has expired at your lodgings, on taking leave, give the servants one, two or three shillings, according to the time that you have been in the place. These

fees are universally expected. This general plan will be your cheapest way of living, and the expense will depend very much on your own economy. Pursue the same plan in all the cities where you stay several days, and avoid, as far as possible, going to hotels.

In Oxford, you would be likely to find suitable lodgings by inquiring of Mr. Graham at the Post-Office; or Mr. Alden, a book-dealer on Corn-Market street. In London, call on Mr. Samuel Stanton, 17 Southampton Row, W.C. He is an American, and will be invaluable to you; although you may leave London, as I did, under an uncomfortable burden of obligation to him. In Cambridge, I found good lodgings at 23 Earl street, with Mr. Lister; in Edinburgh, 53 Frederic street, with Mrs. Croll. Mr. Butters, who lodges there, will give you much valuable information. If you wish to purchase either gentlemen's or ladies' clothing, you can not do better than at the firm of McLaren & Son, 329 High street.

In each of the cities where you stay a few days, get first of all a shilling guide-book with map; and then find your own way.

I intended at first to undertake an answer to the question what all this effort to see Britain is worth; but I have neither time nor ability to do this. If on your return you do not say you have learned more in this one vacation than you have ever learned in any previous year of your life, then I think your experiences will stand quite alone among intelligent Americans.

P.S.—I ought, perhaps, to add that every man ought to set aside one or two hundred dollars over and above what he expects to expend, as a provision against possible contingencies; which sum he can draw upon if necessary, but will not touch if it can be avoided.

University of Chicago, Oct. 1871.

W H O I S T O B L A M E ?

BY MISS GRACE C. BIBB.

THERE has, of late, been borne to our ears, through the newspapers, the more or less definite complaint that the public schools are failures and that their teachers are humbugs.

Upon what precise ground this complaint rests it is difficult to learn; probably, however, upon something of this nature: "The Chicago fire has demonstrated that fire-proof buildings will burn,—that limestone

will crumble, slate scale, iron melt. The architects who planned, the builders who erected, houses in which such materials were employed did their work in real ignorance of the strength of these materials, and consequently the results of their labors proved worthless when tried by fire, and were dissolved with fervent heat. For this culpable ignorance some body is to blame. Who? The teachers of the public schools, of course. It is a manifest fact that they have been teaching in some mere routine of text-book instruction, else there would have been found some way to save Chicago." Of course, the cogency of the reasoning is apparent. To refute such argument is the task of a greater than I; but while the greater tarries, hear me for my cause.

Let us admit much: let us grant that most people who undertake any work of skill involving knowledge not the most elementary either wholly or partially fail, and fail, too, out of pure ignorance and lack of resource. Does it therefore follow that public schools are failures? Perhaps not.

In order that a man be an exponent of the system, he must have been educated by the system. Most men of whom people complain are but *half* educated. They have only the little knowledge so proverbially dangerous. Our pupils leave school at an average age certainly not greater than sixteen. I think the responsibility of the early withdrawal of the child has not yet been laid upon the teacher.

The question, then, becomes—not What are our schools doing for those who remain in them until graduation and who afterward enter the university which should crown every system of state instruction, or who pursue some plan of independent investigation? but the query is, really, "Why do the great mass who leave school at sixteen do their work in life so maladroitly?"

What should the average boy of sixteen be expected to know? What should he be able to do? He *should* be a boy of whom the most has been made, no doubt. I will not say that I think the most has been made of many boys or of many people; but our average boy should know his mother tongue reasonably well, he should read and write and spell, he should know much of the relations of numbers, something of geography and history, and a great deal of practical grammar; also, if he be at all a model boy, he should have a fair knowledge of algebra, considerable acquaintance with the natural sciences, and an elementary knowledge of Latin.

The average boy of sixteen who has attended the public schools regularly will, I feel confident, answer fully these conditions, and he certainly has a fair basis for the superstructure of a professional educa-

tion. If, however, he commence *forthwith* to do something for the proper doing of which only such professional education can fit him, he will probably fail; but I can not see that the school he left so early is to blame.

A man who takes his watch to a jeweler and before the labor of its repair has been more than half accomplished takes it away, certainly has little reason to complain of the watchmaker, even though his time-piece gain forty minutes in a day or lose an hour out of the twenty-four.

I can not feel sure that another method in education would better prepare men and women for the work of life; but admitting, for the sake of argument, that our pupils are half taught and that our schools are failures, the question "Who is to blame?" recurs. Are the schools what the teachers make them? Not to any great extent. Schools are no better and no worse than are the people under whose auspices and by aid of whose money they exist.

The people need, or seem to need, a certain kind of teaching; and this they secure. The people, too, are economical. Many fine teachers are literally starved out of the profession; many honest and willing and overzealous incapables straightway fill up the decimated ranks. Are those who abandoned the school-room to blame? They can hardly be expected to support their families on nothing, even for the sake of the cause, nor can they be expected always to remain bachelors. Are their successors to blame? Not at all. They place a low estimate upon their ability and ask but moderate compensation. Their acquirements can be determined at any time by an examination. If the services of such men are preferred by boards of directors, the supply is always equal to the demand, and the blame rests, it seems to me, with those by whom the demand is created.

But do the mass of teachers, intellectual and capable workers as they are, mould the system? Certainly not to any great extent. They teach according to a definite grade, exactly 'thus far and no farther'; just the pound of flesh, no more, no less, is required at their hands. A few adventurous spirits have sailed on voyages of discovery into unknown seas, and of these now and then one has laid the world under obligations; but of them all, *most*, after sore buffeting of their frail crafts, have sought again the safe old coasts, and have never thereafter dared to lose sight of the harbor buoy. Nor do teachers suffer alone. School superintendents and—in a less degree, of course—boards of education are forced to yield to the pressure of public opinion. These too are 'cabined and circumscribed'.

It is presumable that the severest critics of public instruction have at heart the good of the children of America. One is forced to wonder if it is a wise policy which seeks to destroy the confidence of these children in the teachers from whom their knowledge must, for the present at least, perforce, be gained. One wonders if the end could not better be subserved by granting that the greater number of instructors are honest in their efforts, and that the schools, though lacking much of perfection, do good work. There would then be common ground upon which the criticised might meet their critics. We claim no perfection either in methods or in results; but all is not failure which falls short of triumph. Perfect systems can only result from years of adjustment to constantly-varying conditions. No people are more willing than we to accept any suggestions of improvement which in our circumscribed sphere we are capable of carrying out; but we demand that the laborious efforts of the teachers of this country shall have some recognition. Many of these teachers, young, gifted, and *too* earnest, are dying at their posts, while over the hearts of the living, the graves of the dead, comes the bitterly false accusation that we dwarf intellects and ruin souls.

O U R S C H O O L - L A W .

BY E. C. SMITH.

No doubt all the readers of the Teacher are aware that our legislature is at work upon the school-law of this state, and that a bill designed as a substitute for our present law was presented at its last session. That bill passed to a first 'reading' and was ordered printed, and now awaits the decision of the next session of the legislature. I would like, through your pages, to call the attention of teachers to this subject, in a few words; for, of all parties in the commonwealth, we, as teachers, ought most certainly to feel an interest in the matter.

When the legislature is about to pass a bill relating to other callings, all whose interests are involved therein anxiously watch every movement; and it would seem that we should certainly give attention to that which so directly concerns us. Every mark for attendance which we make upon our registers must be made *according to law*, every schedule we make out must be in accordance with the statute,

and every school order upon which we draw our money must be drawn up and presented '*as law directs*'; so that our very 'bread and butter' must be obtained and eaten *according to law*. It, therefore, is a matter of great concern to us *what* those laws shall be.

The work which the legislative Committee on Education have undertaken is no light task. It is not the amendment of the old law, but the substitution of a new one, and the repeal of the old. Copies of this bill were sent to the meeting of School Principals at Rockford, with a request that the matter should receive attention from that society.

In accordance with this request, a committee was appointed to examine the bill and report thereon at that meeting. An informal report was made, and the committee was continued, with two additional members. This committee have examined carefully the Senate Bill, and are convinced that it needs to be remodeled a good deal before it will be such a law as we desire. While we feel that we ought to ask the committee of the legislature to modify this bill materially, we do not wish to be understood as undervaluing the labor which they have bestowed upon it, for it is indeed a herculean task to frame a law suited to the magnitude and complicated machinery of our public schools. We teachers may not assume to be wiser than the gentlemen who compose the legislative committee; and yet, being brought into daily contact with the working of our school-laws, even teachers may presume, from their experience, to be qualified to make suggestions—the Chicago Times to the contrary notwithstanding. We have the utmost confidence in the integrity and intelligence of the legislative committee, and we are also assured that they will gladly receive suggestions from the schoolmen of our state.

It is not my design to discuss the various points in the said bill, as my time and your space would not allow it. I wish, however, to ask the teachers, superintendents, and school-officers, to give this matter their attention, and, so far as they can, to influence the members of the legislature in the right direction. Many of us have personal friends in that body, whom we can consult and induce to give the matter their thought and attention. Some can agitate the subject through the local press, and thus indirectly, through this channel, bring influences to bear. Others can accomplish the same in other ways, perhaps; but let us *all* do our duty.

There is no doubt that there are currents of public sentiment setting in against our system of public schools, and just at this time we need the utmost care in legislation. The chairman of the Senate Committee

on Education, Hon. W. C. Flagg, of Moro, stated that he was fully aware of this, and the desire of the committee was to guide the public sentiment into the right channels, that it might not prove detrimental to our educational interests. The committee from the School Principals' Society, after a full discussion and careful examination of the Senate Bill, aided by Dr. Bateman and Hon. Mr. Woodard, were unanimous in the opinion that it would be better to amend the old law than to attempt the enactment of an entirely new one. Some amendments are necessary to make our present law conform to the new State Constitution, and a few others are advisable to make it what we could wish in other respects. And, so far as I am able to learn, the views of the committee have only been confirmed, after a still more careful study of Mr. Flagg's bill.

I believe that the gentlemen of the legislature having this matter in charge are perfectly honest in their convictions upon the subject, and I am just as confident the Committee of School Principals have no 'hobbies to ride' and no 'axes to grind'. Upon the invitation of the legislative committee, we design to meet them early in the session, and we and they would be glad to receive suggestions from the practical, thinking schoolmen of the state. While this ball is in motion, let us see to it that it rolls in the right direction.

In closing this article, I will just mention some of the points in our school-law that seem to be deserving of special attention.

1st. The duties, responsibilities and compensation of the State Superintendent.

2d. The duties, responsibilities and compensation of County Superintendents.

3d. The Township District System.

4th. The provisions of Sec. 80 in Senate Bill No. 37, relating to the appointment and duties of school-boards in cities.

Of course, there are many subdivisions of the above headings, involving matters of the utmost importance; and shall we not, as educators, give the subject the thought and attention it deserves?

Dixon, Nov. 6, 1871.

EDUCATION is the proper training of *the whole man*—the thorough and symmetrical cultivation of all his noble faculties. If he were endowed with a mere physical nature, he would need—he would receive—none but a physical training.

NOTES, LEXICOGRAPHIC AND LITERARY.—X.

BY DR. SAMUEL WILLARD.

67. CHAUVINISM.—Speaking of the recent war and preliminary quarrel between France and Prussia, *The Nation* (xiii, 12, a) says that Bismark was not surprised "by the mad fury with which sincere and hired chauvinism answered to the Duc de Gramont's warlike announcements." I have seen the word but three times in a year's reading, and never in such connection as would show its meaning. It signifies blind idolatry of the first Emperor Napoleon: it is derived from *Chauvin*, a character in a play by the French dramatist Scribe, 'Soldat Laboureur'. See Brewer's *Dict. Phrase and Fable*.

68. JAMAICA.—That is, Jamaica rum. "He needed a little of the Jamaica the captain gave him."—E. E. Hale, in *Ten times One is Ten*. Formerly a very common term in New England, which had great commerce with the West Indies; and the rum of Jamaica was an article largely imported. Of course, as no other business has so much false pretense as the liquor traffic, much rum claims to be Jamaica that never crossed salt water.

69. ABIGAIL.—A writer in the *Philadelphia Ledger*, last August, ascribes the use of this word to mean a lady's maid to the time of Queen Anne, 1702-'14, when Mrs. Abigail Masham, cousin of the Duchess of Marlborough, was chief of the Ladies of the Royal Bedchamber to 'Brandy Nan', as the queen was slangily called, from her love of brandy. But this account of the word is one of those hasty derivations referred to in our *Notes* for November, which shows want of historical study of the etymology. The word is used in Congreve's drama *The Old Bachelor*, thus:

"*Setter*.—Oh, I begin to smoke ye: Thou art some forsaken abigail we have dallied with heretofore."

This drama was played at Drury Lane in 1687, says Allibone, twenty years before the marriage of Miss Abigail Hill to Samuel Masham and the family quarrel that followed drew public attention to the scheming, intriguing Lady of the Bedchamber. Dr. Brewer says that Beaumont & Fletcher call the waiting gentlewoman Abigail in *The Scornful Lady*, printed in 1616, but written some years earlier. I cite Dr. Brewer's statement only because since our public libraries are burned

in Chicago I can not verify the reference myself. Probably the word can not be traced back further.

The name is not used with such meaning in French: it is then English. As the word is from a proper name in the Old Testament, it must have got its currency among a Bible-reading people: thus, I infer, not long before or after 1600. Whoever reads the twenty-fifth chapter of the first book of Samuel will see how frequently and obsequiously Abigail calls herself 'thine handmaid' in speaking to David, five times in as many verses; and again, "Let thine handmaid be a servant to wash the feet of the servants of my lord" (v. 41). This will account for the origin of the servile meaning of the word.

70. GIDEONITES.—So the Pennsylvania soldiers called the teachers and agents of the Freedmen's-Aid Associations in the Carolinas during the War of the Secession.

"These teachers and superintendents, when hooted at by Pennsylvania soldiers as *Gideonites* and by 28th-Massachusetts men as *naygur-teachers*, felt as did the Jews of old when toiling on the walls of Jerusalem."—*Old and New*, I, 114.

But was there no local sect of enthusiasts bearing the name in Pennsylvania, from whom the soldiers derived the name?

71. OLD OR TRUE CHRISTMAS DAY.—In Reade's *Put Yourself in His Place*, in chapters xii, xiii, xiv, 'Old Christmas day', 'True Christmas day' are repeatedly spoken of, by which phrases January 6th is referred to: or more strictly, considering the day as beginning at sunset, according to the old custom, Old Christmas day began at sunset Jan'y 5th, and ended at sunset Jan'y 6th, just as now the festivities of Christmas are begun on the evening of Dec. 24th. The sixth of January is the festival of Epiphany, which was formerly confounded with Christmas: but this is not the reason why that day is called old Christmas; for before 1800 the 5th of January was 'Old Christmas', or the evening of the 4th and day of the 5th; and after 1900 it will fall on January 7th.

'Old Christmas' is merely the day on which Christmas or Dec. 25th would fall if there had not been made the change in the calendar from old style to new style. Thus our 25th of December, 1871, falls on Monday: where the O.S. is adhered to, as in Greece, the day counted as Dec. 25th will be the Saturday which we shall call Jan'y 6th, 1872. In England, the common people resisted the innovation of N.S., thinking that it robbed them of eleven days of life, because by the law

making the change the day after the 2d of September, 1752, was counted as the 14th. The consistent conservatives would count on after the new Christmas to the day on which Christmas would fall by old style; and this latter they would call the *true* Christmas.

72. TOWARD.—The word *froward* is used in the Bible and other old English, but rarely in current English, to mean perverse, unfavorable; *untoward* is still used to mean unfavorable; but *toward*, as an adjective meaning favorable, I do not remember seeing except in this passage: "So he too sends for the Greek ship a toward breeze."—GLADSTONE, *Juventus Mundi*, p. 283, *Amer. Edit.*

73. BROWN BESS.—The smooth-bore musket with brown barrel. I have also heard the name applied to the long western rifle. "You might as well have tried to learn rifle-drill with a broomstick as with old brown bess."—'*Battle of Dorking*', in *Blackwood*, May, 1871.

74. VIGIA.—"Congress has lately published a list of reported dangers in the Pacific Ocean, enumerating 1,377 vigias or doubtful reefs and islands."—*Old and New*, I, 836. *Vigia* is a Spanish word (in French, *vigie*) meaning a lookout, from the same root with *vigilant*; hence a dangerous rock for which a lookout must be kept.

75. OR.—The *broad or* is the broad arrow, or *pheon*, which is shown pictorially in the *Illustrated Webster*. The word *or* is in the definition there given, but is not defined in the book. The *broad arrow* is a mark made by three strokes, a perpendicular with two equal oblique lines meeting it at a point and making acute angles with it: this is used in England as a mark of government property, or of property seized by the government. Thus we read in Scott's *Guy Mannering* (chapter ix) that in a struggle with a band of smugglers the revenue officers succeeded in clapping the broad arrow upon the smuggled goods: when this was done no one would dare to purchase them except when they were sold under the law. From this we may understand a passage in Mrs. Browning's *Aurora Leigh*, near the end of that poem:

"On all these lesser gifts,
Constrained by conscience and the sense of wrong,
He had stamped with steady hand God's arrow-mark
Of dedication to the human need."

THE beautiful is nothing else than the visible form of the good.

THE BOYS' HIGH SCHOOLS OF PRUSSIA.

BY TRUMAN HENRY SAFFORD,
Director of the Dearborn Observatory, Chicago.

At the present time it is of much interest to American teachers to study the educational institutions of other countries. The interest arises not from the fact that such schools and colleges are altogether fit models for us to follow; I think we are now suffering from a too close imitation of German schools of thirty years ago in some parts of our educational system; but from the rich experience which we find laid down in a more detailed and systematic form in the German books than elsewhere.

The Prussians separate very decidedly their higher schools for boys from those for girls: in both male teachers largely predominate, though in a few higher girls' schools occasional female teachers are allowed; in the boys' higher schools Latin is begun much too early in many cases, and there are many antique traditional regulations too firmly rooted to be changed: so that a close imitation of the Prussian model would be undesirable.

But the human mind, in both Germany and America, possesses very many points of likeness: Americans and Germans are both prevailingly Teutonic in race and Protestant in religion, and are wholly Occidental in both race and religion. Russia, which is Oriental in both respects, finds much to study in German schools, much to learn about the capacities and development of the human mind in general; and we adapt without hesitation our own school arrangements to Indians and Africans; I have never heard that the colored grammar school of Boston differed in essential particulars from the neighboring white schools.

We must avoid implanting in our schools any of the seeds of monkery and despotism, of which we find an abundance in European institutions and—candor compels me to say—about as many in some of our own past arrangements for teaching; but we can without fear allow our pupils' minds to develop into that ideal of a true humanity up to which all educators worthy the name, be they Protestant or Catholic, Northern or Southern, Eastern or Western, American, English, French, or German, are desiring to raise them.

The Prussian higher schools for boys are of two kinds: classical (gymnasia) and scientific (real-schulen). The first class have mostly grown out of old Latin schools and colleges,—often monastic and

Jesuits' schools, or schools which Luther and Melancthon and their followers founded after the Reformation. They correspond as to grade with our colleges and their preparatory academies; their course is eight or nine years, and their aim to give the whole of a classical education from the beginning of Latin up to the point where Latin and Greek cease to be learned for the purposes of a general education.

Our present colleges are somewhat unlike these schools in their present development, but bear a greater resemblance to a past stage of the life of some institutions then called 'academic gymnasia'. The aim of these academic gymnasia was more that of a university, but their faculties were too small to reach that aim well, and the preparation they required for admission was not up to the present standard. Their past history may serve as a warning to our colleges not to attempt to become universities without the requisite strength; and to our so-called universities not to keep the standard of general preparatory education too low.

The Real-schulen, on the other hand, have grown up out of the necessities of the communities; largely from the city high schools, which in fact most of them are. Their course is also seven, eight or nine years; the average age of entering them about ten or eleven, and of graduating about nineteen. In some respects I can give more well-defined statements of the course of these schools than of that of the gymnasia, as, from what appears in the documents, the real-schulen are managed less by tradition and more by a uniform central regulation for the whole of Prussia.

These schools require for admission strictly primary qualifications—reading, writing from dictation, addition, subtraction, multiplication and division of whole numbers, some knowledge of Bible stories and Bible verses, and of hymns; and the scholar must be at least nine years old. They are divided into two general divisions of nearly equal length: the lower division comprises four classes—Sexta, Quinta, Quarta, of a year's course each; Tertia of two years, as a rule, if the school be of the 'first order'. The upper division has but two classes—Secunda and Prima, of two years each, if the school be of the first order. Schools of the second order do not require Latin, and may have a seven-years' course; giving one year to Tertia and Secunda, and two to Prima.

The lower division, of four or five years, corresponds in a general way to our grammar school, and the upper, of three or four, to our high school. But in this lower division Latin, French and English must be begun (or French and English only in schools of the second order),

plane geometry completed, and geometrical drawing so far as is necessary in the ordinary mechanical trades; and the usual requirements of our grammar schools, including rudimentary natural science, so far at least as practical life requires, are also met. The two years following this lower division must, in schools of the first order, complete Cæsar and Ovid, enable the scholar to understand easy prose and poetry in both French and English, to write exercises in all three languages; and he must have acquired a thorough acquaintance with solid geometry and plane trigonometry, with elementary algebra through quadratics, with logarithms and progressions, and with commercial arithmetic; and with the elements of perspective.

At the close of the course, Latin must have been carried through portions of Sallust, Livy, and Virgil, so far as to be able to understand passages not previously read in the prose authors; French and English, so as to be able to write a theme in either of the two languages, and to answer questions upon the authors read in their own language. Physics, chemistry and mineralogy must have been thoroughly studied with especial reference to their mathematical theories; and mathematics itself have been studied through analytical and scientific geometry.

The ordinary standard of our high schools is also fully maintained in most other subjects. Intellectual philosophy, logic and rhetoric are taught, not theoretically, but practically, in connection with the instruction in the mother tongue; moral philosophy in connection with religion; and political economy—if at all—in connection with history and geography.

It will be seen that in many important respects the standard of these schools is higher than that of ours of corresponding grade; how this is accomplished is tolerably easy to see.

The subjects taught are less divided into specialties than with us; the 'German' instruction includes much that we consider to belong elsewhere.

The teachers for the same grade have, on the average, greater experience and higher qualifications than with us.

The elementary teaching is not mechanically extended into the ages beyond 10 or 11, but made the foundation of higher teaching.

The text-books are smaller than ours; they contain very much less irrelevant matter which can only be mechanically acquired and retained; and abstract work is never taken up till the corresponding concrete basis has been laid in the lower grades.

The lower half of the course is organized as the higher, with differ-

ent teachers for special subjects, but at the same time keeping relative subjects together.

The divisions reciting at once are larger than ours; do no *studying* of books in school, but are working under the direction of the teacher, whose teaching is largely oral and conversational, and *precedes* the study of the text-book in stead of following it.

Subjects are taught not for a term or a year only, but many years in succession, until they become a part of the mind.

I will conclude this brief and imperfect notice by subjoining the 'Lehrplan', as it is called, of the Prussian real-school of the first order, and that of one of those of the second order. The figures denote hours of teaching per week; the Roman numerals, the number of the class—VI for Sexta, I for Prima. The reader will bear in mind that I, II, III have generally a two-years' course each. I have allowed one year to III to avoid fractions, and to meet the fact that probably the older pupils drop out before the end of the course oftener than the younger.

Average age....	SCHOOL OF THE FIRST ORDER.						SCHOOL AT ESSEN.					
	11-12	12-13	13-14	14-15	15-17	17-19	SECOND ORDER.					
	VI.	V.	IV.	III.	II.	I.	VI.	V.	IV.	III.	II.	I.
Religion.....	3	3	2	2	2	2	3	3	2	2	2	2
German.....	4	4	3	3	3	3	6	4	4	4	3	3
Latin.....	8	6	6	5	4	3						
French.....		5	5	4	4	4	6	6	6	5	4	4
English.....				4	3	3			4	4	3	3
Geogra'y and Hist'y	3	3	4	4	3	3	3	3	4	4	4	3
Natural Sciences...	2	2	2	2	6	6		3	2	5	6	7
Mathematics.....	5	4	6	6	5	5	6	6	6	6	6	6
Writing.....	3	2	2				4	4	2			
Drawing.....	2	2	2	2	2	3	2	2	2	2	4	4
	30	31	32	32	32	32	30	31	32	32	32	32

Singing and Gymnastics are taught out of school-hours by special instructors.

C H I C A G O .

BY JAMES H. BLODGETT.

No man whose words, as spoken in the immediate presence and experience of the Chicago calamity, have come to my notice seemed to have a more complete comprehension of that calamity and the duties it brought than the strong-armed, great-hearted man who, himself burned out, told his people on the Sabbath after the fire that, in the midst of their excitement and in the reception of a flood of the world's

sympathetic aid, they were in the poetry of the occasion, and that painful realities were yet before them. He told them that, with overflowing superabundance just then poured in upon them, the weary days of winter would not pass before every man must be ready to divide his last dollar with his neighbor, and warned his hearers against the selfish tendencies that would grow upon them as the season advanced.

Fortunately, the flow of benevolence, the mildness of these autumn days, and the strong current of a nation's business that must flow around the head of Lake Michigan, have justified the prominence given thus far by the Chicago press and reports from the city to the poetic side of the record. The unpoetic incidents are not wanting, and the closing-in of winter will create all the demands foreseen by the Scotch blacksmith-preacher. Already the Aid-and-Relief Society reports that, with a general diminution of those calling for food and other necessities, a stormy day increases the number in a frightful degree. Not less than 75,000 persons must be regularly supported by direct aid after the grasp of winter is fairly upon us, and that number has been almost reached already.

The abstract Chicago will be rebuilt and the tide of commerce and influence will flow again as of old. We must beware lest, in the hopefulness with which we recognize this fact, and dazzled by the energy already displayed in the revival of activity, we forget those individual needs that will continually demand our personal sympathies. We rejoice at the vigor that is shown in a displayed half-column advertisement of renewed business: we do not always learn the less displayed fact that *three* find employment in a revived house that employed almost *two hundred* at the time of the fire. We read of the thousands of buildings covering the lately-desolated space: we do not so often have brought before our minds the litigations and delays regarding titles that must come before these one-story cabins are replaced by the old-time business blocks and beautiful homesteads. We glory in the promptness with which shipments of grain were renewed and the current of traffic measurably restored; but we do not know so well the story of the men who have for ever gone from the seats of power in that traffic with a bitter discouraged decision, as expressed by one who one hour was worth \$46,000 clear of all liabilities, and in the next was \$114,000 in debt with but \$10,000 of assets—"I have been refused credit for goods at every point of the compass, and I can not resume business."

There will be missed, probably for ever, those magnificent book-

rooms in which the Western News Co., W. B. Keen & Co., and S. C. Griggs & Co., met their patrons. Not only is it unlikely that those will stand as before, it is improbable that any one will in this generation open a retail establishment in corresponding style even in Chicago. Out of all their treasures of thought reduced to words, scarce the accounts-current were saved; a few armfuls of choice books beside, scarce enough to count as relics hereafter. Most of those in the line of supplying schools in any way, and so professionally known to the readers of the Teacher, will appear again in some way in their accustomed work.

There are lessons of this disaster that will touch us all, whether we will it or not. We can not avoid facing the 50 per cent. additional state tax. We can not avoid the difference in the next distribution of public school-money, growing out of the inevitable deficit from Cook county, which has lately paid one-fifth the entire taxes of the state. We can not avoid an interest in the settlement of land-titles, without which no tax can be well collected hereafter, nor any considerable rebuilding be accomplished. All the assessment-papers for the approaching tax, all the legal titles, all the mortgages upon record, have been swept away together, and the utmost wisdom of the legislature will be needed to frame just and equitable rules for restoring order in a community thus suddenly hurled from the height of the fashion and luxury and formality of modern civilization into the confusion of primitive society, where no one possesses more than he holds, and abandons title when he changes his location. The whole question of revenue for all the purposes of the city itself must be wrought out anew. Many dangers beset the way. In strong faith, let us hope they may be as fortunate in escaping future blunders as in avoiding the timid, illegal proposition of the banks to reopen business by a payment of only fifteen per cent. to depositors—a course which would have spread financial ruin from Portland to San Francisco; more fortunate than in some of their experience with insurance companies. Let us hope that, after the inevitable confusion of the moment, all noble humanitarian, charitable, educational and religious influences will be strong as of old, without need of gratuitous service from the laborers who can only work on no pay, or with small compensation, as men work at the engine-brakes at a fire, to step aside after a few strokes for fresh men.

In that hope, let us in their inactive winter remember the increasing thousands who daily call for food and clothing and fuel, and quicken every aid-society and every individual assistance and every friendly impulse that can be made to pile up material aid or cheer a single heart.

OFFICIAL DEPARTMENT.

DEPARTMENT OF PUBLIC INSTRUCTION,
SUPERINTENDENT'S OFFICE,
Springfield, Nov. 18, 1871.

THE first section of the following proposed bill for an act to amend the School-Laws is the 80th section of the general school-bill now before the legislature, modified to meet the views of the School Principals' Society. The other sections contain, chiefly, such provisions only as are necessary to harmonize the school-laws with the requirements of the present State Constitution.

It was the unanimous judgment of the committee of the society above referred to that it would not be expedient to undertake more than this at the present time, and the same opinion was expressed, by resolution, at the State Convention of School Superintendents, held in the City of Rock Island, Oct. 10, 1871, and seems to be quite generally entertained and concurred in by those who have considered the matter in its various aspects and bearings. This proposed bill has been prepared in accordance, as is supposed, with the views and recommendations of those important educational bodies, and as a means of giving effect thereto, and of uniting the friends of common schools in support thereof.

The *first section* is a carefully-considered and well-guarded plan for the organization and management of public schools in the incorporated cities of the state. It provides for the *election* of boards of education *by the people*, except in cities of more than one hundred thousand inhabitants (that is, except in Chicago), where the power of appointment vests in the common council. In many cases better boards could doubtless be secured by appointment than by election; but for a general rule the one adopted is probably the better of the two: time will determine. At present, of sixty-seven municipal boards of education in the state, forty-seven are elected, and twenty are appointed. Among the former may be mentioned Galesburg, Ottawa, Decatur, Bloomington, Peoria, Rock Island, and Joliet; and among the latter, Chicago, Quincy, Elgin, Alton, Rockford, Jacksonville, and Springfield.

Sections *two, three, four, five and seven* contain provisions peremptorily enjoined by the State Constitution, and they are drawn in almost the very words of the fundamental law.

Section *six* summarizes the provisions of the Constitution and laws

concerning voters and voting at school-elections, in respect to which there has been considerable misunderstanding.

Section *eight* removes every cloud of doubt as to the *mode* of electing school-trustees in townships coinciding in boundary with the civil towns, and legalizes all elections of trustees heretofore held at town-meetings. The reference is to the '*proviso*' in Sec. 1 of the act entitled 'An Act to amend the School-Law', approved March 30, 1869. I have never entertained any doubt as to the true intent and meaning of that *proviso*; but, as some questions have arisen concerning it, it seems well to put the matter at rest.

Section *nine* is rendered necessary by the requirements of the first section of the act in relation to the reports of school-officers, approved March 29, 1869. By that section of that act, directors are required to report to township treasurers on the first Monday of August, making the *statistical* year to close July 31. The proposed section will enable treasurers to comply with the provisions of the law in relation to their reports, without any difficulty whatever. The above-mentioned act, requiring treasurers and county superintendents to report two months earlier, respectively, than before, works admirably, and should not be changed. Without it, the state report could not possibly be prepared in season.

Sections *ten* and *eleven* require public annual exhibits to be made by directors and treasurers, of the fiscal affairs and condition of their respective districts and townships, for the information of the people; and also, that they shall procure and furnish the data requisite for determining the degree, amount and causes of *illiteracy* among the youth of the state. The information will be of much interest and value: it has long been required in other states.

Section *twelve* provides that all distributable public school-funds shall be apportioned to the several counties and townships according to population alone.

Thoughtful consideration is respectfully invited to this proposed bill. It will be understood that it has not yet been introduced into the legislature, and it will not be, unless it receives the general approval of the intelligent friends of common schools throughout the state. It is believed that a brief bill like this can be passed at this session, and without much controversy, as it mainly seeks simply to incorporate into the school-laws provisions and requirements already enjoined by the organic law. The elaborate bill now pending contains ninety-seven sections, each one of which will have to be separately considered and acted upon—including, of course, those upon which no doubt or controversy

has ever arisen,—and grave fears are entertained lest, in the prolonged and exhaustive labors of the session, and the paramount interest that will be taken by most of the members in other subjects, many wisely-established principles of the school-system may be disturbed, or others, of doubtful expediency, engrafted thereon. It is hoped that the subject may have immediate and careful attention, so that senators and representatives may be fully apprised of the views and wishes of their constituents in relation to the school-laws, by the time they are called to act thereon.

NEWTON BATEMAN, Sup't Public Instruction.

PROPOSED BILL

For an act to harmonize the School-Laws with the provisions of the State Constitution, and to amend the same.

SECTION 1. *Be it enacted by the People of the State of Illinois, represented in the General Assembly:*

[This section is drawn from the report of the committee appointed by the School Principals' Society last summer, with such alterations only as are necessary to give the boards of education in cities more complete control of school affairs. That report will be found in the October Teacher, pp. 400-402.—EDITOR.]

SECTION 2. All the children of the state, without distinction, shall be equally entitled to, and secured in, the rights and benefits of the public free schools, and afforded the opportunity of receiving a good common-school education.

SECTION 3. No county, city, town, township, school-district, or other public corporation, shall ever make any appropriation or pay from any school-fund whatever any thing in aid of any church or sectarian purpose, or to help support or sustain any school, academy, seminary, college, university, or other literary or scientific institution, controlled by any church or sectarian denomination whatever; nor shall any grant or donation of land, money, or other personal property, ever be made by any such corporation to any church, or for any sectarian purpose; and any officer or other person having under his charge or direction school funds or property, who shall pervert the same in the manner forbidden in this section, shall be liable to indictment, and, upon conviction, shall be fined in a sum not less than double the value of the property so perverted, and imprisoned in the county jail not less than one nor more than twelve months, at the discretion of the court.

SECTION 4. No teacher, state, county, township, or district school-officer, shall be interested in the sale, proceeds or profits of any book, apparatus or furniture used or to be used in any school in this state with which such officer or teacher may be connected; and for offending against the provisions of this section, such teacher or school-officer shall be liable to indictment, and, upon conviction, shall be fined in a sum not less than twenty-five nor more than five hundred dollars, and may be imprisoned in the county jail not less than one nor more than twelve months, at the discretion of the court.

SECTION 5. No school-district shall become indebted, in any manner or for any purpose, to an amount, including existing indebtedness, exceeding in the aggregate five per centum on the value of the taxable property therein, to be ascertained by the last assessment for state and county taxes previous to the incurring of such indebtedness. Any school-district incurring any indebtedness as aforesaid shall, before or at the time of doing so, provide for the collection of a direct annual tax sufficient to pay the interest on such debt as it falls due, and also to pay and discharge the principal thereof within twenty years from the time of contracting the

same. This section shall not be construed to prevent any school-district from issuing its bonds in compliance with any vote of the people which may have been had, in pursuance of law, prior to the adoption of the present State Constitution.

SECTION 6. No person shall vote at any school-election unless he possesses the qualifications of a voter at a general election; and in all school-elections all votes shall be by ballot.

SECTION 7. No person who is in default as collector or custodian of money or property belonging to any school township, school district, or other school corporation, shall be eligible to any office in or under such township, district or other school corporation.

SECTION 8. In counties under township organization, the stated annual election of trustees of schools in townships which are identical in boundary with the civil towns shall be held on the same day and conducted in the same manner as the election of other town officers; and all elections of trustees so held and conducted heretofore are hereby legalized. After every such election of school trustees, the town clerk shall certify the same to the County Superintendent of Schools, giving the names of the trustees so elected.

SECTION 9. Every board of school-directors shall file with the proper township treasurer, on or before the last Saturday of July, annually, the schedules of all schools taught in their district since the first Monday of the preceding April; and it shall be the duty of each board of township trustees of schools, in addition to their semi-annual meetings in April and October, to hold a meeting statedly on the first Monday of August, annually, for the purpose of examining the schedules returned as aforesaid, and of transacting such other business as may be necessary to enable each township treasurer to render a full and complete report of the school statistics and finances of the township, for the statistical year ending July 31, as required by law.

SECTION 10. The township treasurer shall make out annually, and present to the board of trustees at their said stated meeting on the first Monday of August, a complete financial exhibit of the fiscal affairs of the township, and of the several districts therein, showing the receipts of all moneys and the sources from which they were derived, and the deficits and delinquencies, if there be any, and their cause or causes; and also a classified statement of all moneys paid out and obligations remaining unpaid; which exhibit shall be published in the nearest county newspaper, or in such other manner as the trustees may deem best, and a copy thereof shall also be transmitted by the treasurer, with his annual report, to the County Superintendent of Schools.

SECTION 11. At the annual election of school-directors, on the first Monday of April, the directors of each district shall make a detailed written report of their receipts and expenditures to the voters there present, a copy of which shall be transmitted to the township treasurer, within five days thereafter; and they shall file a like detailed report with the township treasurer at least two days before the first Monday of August, annually. Directors shall also include in their report to the township treasurer the number and names of persons above the age of twelve years, and under twenty-one, residing in the district, who are unable to read and write, the names of their parents or guardians, and the cause or causes of the neglect to educate them; and township treasurers shall report the same statistics to county superintendents of schools, and they to the State Superintendent.

SECTION 12. It shall be the duty of the Auditor of Public Accounts to make a dividend of the state school-tax collected, and of the interest due on the school, college and seminary fund, to the several counties of the state, in proportion to the number of children in each county under twenty years of age; and county superintendents of schools shall apportion all distributable funds coming into their hands among the several townships and parts of townships entitled thereto, in proportion to the number of children under twenty-one years of age returned to them.

SECTION 13. All acts and parts of acts coming in conflict with the provisions of this act are hereby repealed. This act shall take effect and be in force as prescribed by the 13th section of the 14th article of the Constitution of the State.

EDITORIAL DEPARTMENT.

THE TEACHER FOR 1871.—The present number completes the seventeenth volume of the Teacher. The amount of reading-matter contained in this volume is greater than has ever been given in any preceding year, and is exceeded by few, if any, educational journals in the country. At the beginning of the year it was announced that each monthly issue would contain from 32 to 40 pages—averaging not less than 36,—exclusive of advertisements. That promise has been more than fulfilled. The Teacher has given to its readers, over and above the promised number of pages, the valuable papers read before the State Association at Decatur last winter, together with that of Mr. Roberts in the present number. These papers would by themselves make a good-sized volume, and are alone worth more than the subscription-price of the Teacher. This volume, too, is filled almost entirely with original matter. The articles which we publish are furnished by our own contributors and are prepared expressly for the Teacher. We have taken scarcely any thing at second hand from the publications of the day and transferred it to our pages. In this course we are sure that we shall meet with the approval of the teachers of the state, and it is our intention to pursue a like policy in the future. And now, as we are about to enter upon a new year and a new volume, we ask our old friends to renew their subscriptions and to speak a good word for us to the teachers of their respective neighborhoods.

THE PROPOSED AMENDMENTS TO THE SCHOOL-LAW.—We invite the careful attention of our readers to the communication from the State Superintendent published in the present number, giving a draft of such proposed amendments to our school-law as are deemed advisable or are rendered necessary by the provisions of our new Constitution. The first section is mostly identical with the Section 80 recommended in the report of the committee of the School Principals' Society, with the exception of such changes as are necessary to place the control of school affairs in the hands of boards of education elected by the people, in stead of leaving it with the city council. In the City of Chicago, however, the management of the schools is left substantially as heretofore. The report of the committee referred to will be found in the October Teacher, pp. 400-402. We believe that these proposed amendments ought to receive the hearty approval of every friend of public education in the state. Our only hope of securing any such legislative action as the necessities of the case require is for those who have at heart the good of our schools to unite in the support of some such measures as these here proposed. If we fritter away our strength by divisions among ourselves, we shall not only run the risk of defeating any measures we may desire to have adopted, but shall contribute to the success of those who are ever ready to throw obstructions in the way of the successful operation of our public-school system.

There is a bill now before our legislature which, if passed, can not but result in materially impairing the efficiency of our schools in many of the larger towns of the state. It makes the board of education a mere creature of the city council, dependent upon the council for its existence and for the money necessary to carry

on the schools. It proposes to bind the school-boards hand and foot and turn them over to the tender mercies of a set of men who, in the majority of cases, are mere petty ward politicians, without one qualification to fit them to dictate the management of our public schools. Some of the towns of the state have already tried this plan, and, after struggling along as best they could for a time, have become heartily sick of the arrangement, and have made the school-boards independent of the city council. We are confident that this provision of the bill now before the legislature will in most places work evil, and only evil, and that continually. This was the opinion of the majority of the educational men assembled at Rockford last summer, and hence they expressed themselves with emphasis in favor of the other plan. The following resolutions, adopted at that meeting, will show what was the prevailing sentiment there:

Resolved, That the charter of every municipal corporation should establish a board of school inspectors to be elected by the people, and that such board should have absolute and independent control of all school matters.

Resolved, That this society does hereby recommend to our legislature the incorporation of the spirit of the foregoing resolution into the general law regulating the affairs of our municipalities.

These resolutions were adopted after a full and free discussion of the questions whether members of school-boards should be elected by the people or appointed by the city council, and also whether or not such school-boards should be made financially dependent upon the city council. We hope that our legislators will give to these expressions of opinion by the leading schoolmen of the state such heed as they deserve.

Meantime, let every teacher in the state, and all others interested in the success of our public schools, use every proper effort to secure the passage of these amendments proposed by our State Superintendent.

THE MEETING AT DIXON.—The State Teachers' Association is to hold its meeting at Dixon, on Tuesday, Wednesday and Thursday of the last week in December. The programme of exercises will be found on another page. Every teacher can find there something that promises interest and profit. It is expected that those who are to read papers will give their best thoughts upon the subjects presented, and if those who take part in the discussions will say what they have to say pointedly, tersely, and clearly, we shall be sure to have a profitable gathering. We hope that there will be a full attendance, and that each one will go prepared to impart as well as to receive. It is well for the teachers of the state to meet in convention, exchange greetings, make and listen to suggestions, compare views upon educational topics, and gain such new ideas as they can respecting their work. Just at the present time it is specially desirable that the educational men of the state should be fully represented at the approaching meeting. The school-law of the state is about to be remodeled, and it is important that there should be unity of sentiment and of action among the members of the profession, so that, instead of wasting their influence, they may exert it to secure the adoption of such measures as are best fitted to promote the cause which we all have at heart. Moreover, the state of public feeling toward our school-system is such as should lead teachers to welcome every opportunity to arm themselves with new weapons in its defense, and to prepare themselves more fully for their positions; for a thoroughly-competent and successful teacher is the most potent argument in favor of the system which he represents. Let us, then, have a large and enthusiastic meet-

ing at Dixon, one whose influence shall be felt for good, not only through the new ideas that may be gained there, but also through the spirit which it shall kindle and strengthen.

DESTRUCTION OF PUBLIC-SCHOOL PROPERTY.—We clip from the Evening Journal the following statement of the value of the public-school property destroyed by the Chicago fire. The amount—more than one-half of the total loss—set down as the value of books of reference, libraries, etc., seems to us excessive, although we do not know what may be comprehended under the 'etc.':

The total loss to our public-school department in the fire amounts to \$502,600, of which \$207,800 represents the value of reference-books, libraries, etc., on which there was no insurance. Of the buildings destroyed, two, the Kinzie and Jones, were very old and dilapidated, and would soon have been torn down to give place to better structures. The following is the list:

Buildings.	Location.	Value.
Jones School.....	Cor. Harrison and Clark.....	\$9,000
Kinzie School.....	Cor. Ohio and Lasalle.....	16,800
Franklin School.....	Cor. Division and Sedgwick.....	73,000
Ogden School.....	Pearson, near Dearborn.....	35,000
Pearson-street School.....	Cor. Pearson and Market.....	12,250
Elm-street School.....	Cor. Elm and North-State.....	12,750
Lasalle-street School.....	Cor. Lasalle and North avenue.....	23,000
North Branch School.....	Vedder, near Halsted.....	23,000
Value of buildings.....		\$204,800
Value of libraries, etc.....		297,800
Total		\$502,600

THE USE OF THE ROD.—The Bishop of Liverpool is evidently a man of very decided, though somewhat antiquated, opinions. He does not believe in running the risk of spoiling the child by sparing the rod. He is, we doubt not, a very worthy gentleman and a very good bishop, but he never would have succeeded as a school-teacher in these degenerate days. All the parents of the district, the constables of the town, the justices of the peace, and, last but not least, the newspapers of the region round about, would be on his track before he had been in school a week. Perhaps, however, some of our readers will agree with the good bishop that there are cases where 'a good ash-plant or a birch rod' are nigh unto 'the grace of God' in their efficacy. Read what he says:

"Many children are spoiled and ruined by having their own way. When a child is told to do a thing, it should do it without asking the reason why; the only reason should be a birch rod. There is not a nicer ornament, or a more homely, useful article in a house than a birch rod. I like to see one hanging up in the house. It is far more useful than the old-fashioned warming-pan, or perhaps the copper kettle often seen hanging up in the house. A lad of fifteen or sixteen with a pipe stuck in his mouth may be seen entering a public house and calling for his gill or his quart of ale, and he thinks it manly. Why, if such a one had his deserts, his father would take a good stout hazel or ash plant and lay it on his back with a will. A birch rod for the younger ones and an ash-plant for the elder ones.

"I do not advise to beat children savagely or cruelly; but it is most important that corporal punishment should be inflicted when necessary and in a proper manner. The grace of God is very useful in checking bad habits; but next to that, with a certain class, there is nothing like a good ash-plant or a birch rod. This may not be very pleasant doctrine for the children, but it is very useful."

COMMUNICATION.—*Editor of Illinois Teacher*: Allow me to call your attention to a provision in every draft for a school-law and in every draft for a municipal law which I find in the Senate proceedings of our present legislature. After providing for the construction of a school-board, and in specifying their duties, it is provided that "said board of education shall not add to the expenditures for school purposes any thing over and above the amount that shall be received from the state common-school fund, and the amount annually appropriated for such purposes; if said board shall so add to such expenditures, the city shall not in any case be liable therefor, but any person aggrieved thereby may have and maintain an action against such members of the board as may have voted for such additional expenditure." (Senate Bill 27, Sec. 80, lines 85-90; and Bills 178, 180.) In ordinary circumstances, authorities may be able to determine their expenses and to plan for them so as to make the funds provided exactly cover expenses; but what is to be done in extraordinary circumstances? If such a law were now in force, and the spring distribution of public money fell short some hundreds, or tens even, by reason of the disturbance of the revenue caused by the Chicago fire or other cause, what would be the responsibility of a member who had voted for necessary expenses on the expectation of having the same amount from the state as in the previous year? Suppose that by accident a furnace is ruined, or that otherwise an unexpected cost is necessary to carry the schools forward, after the regular plan covers 'annual appropriation': is there no legal way in which needed repairs can be had except at individual cost of the members voting the needed aid?

If the fire department of a city meets with unexpected losses, there is no demand in the law that all extra expense shall be at the cost of members favoring it. No such restriction is laid on the police department; nor is the health or the water department subjected to any such cast-iron bondage. Are we to regard this as a sample of the reaction against extravagant and wasteful expenditure that has in some places characterized school management as well as other municipal outlay? The Principals' Committee retain the prohibition in their proposition for modifications, but drop the penal clause. Neither the Teacher nor the Schoolmaster shows in the report of that committee that any such penalty was in the original draft. This clause seems to me to be far more important in its bearings on the welfare of the schools than the question of mode of choice of board.

The singular combinations that may come of the winter's legislation present themselves in aspects comic and aspects serious. By the various bills both sexes are eligible to membership of school-boards. What would be the situation of a gentleman, too much engrossed with cares of other sort to serve on a school-board himself, whose wife should be put upon the board, if the general laws left him responsible for her debts, and she, as a member of the board, should vote in favor of some needful unusual outlay—as, replacing a roof blown off in a gale?

It is a serious thing that we have been so much disposed to excessive legislation upon school affairs. The present prospect for school legislation, if carried out according to the programme of some very worthy schoolmen, is to fasten the school administration in a frame quite as rigid as the fabled Procrustean bed, with no pliability for local and sudden needs.

Excess of law hampers the honest, well-disposed citizen. Bad citizens break good laws and find protection under bad laws, unless the public sentiment about

them is ready to enforce the good law, and to vindicate itself against harboring scamps who hide behind weak or wicked laws.

MR. ROBERTS'S PAPER.—We would call the attention of the readers of the Teacher to Mr. Roberts's paper on *The American High School*, which will be found in the present number. This paper was read at the Rockford meeting last July, and, by vote of the society, was left in the hands of a committee with instructions to have it published. The publication of it has—for some good reason, we presume—been postponed until now. It is an able article, and will well repay a careful perusal. This is given, as will be seen, in addition to our regular number of pages.

MONTHLY REPORTS FOR OCTOBER.—

TOWN OR CITY.	No. of Pupils Enrolled.	No. of Days of School.	Average No. Belonging.	Av. Daily Attendance.	Per cent. of Attendance.	No. of Tardinesses.	No. neither Absent nor Tardy.	PRINCIPAL OR SUPERINTENDENT.
Bloomington.....	2582	20	2446	2327	95	276	.....	S. M. Etter.
Decatur.....	1535	20	1507	1427	94.7	184	668	E. A. Gastman.
Dixon.....	516	19	469	426	91	228	156	E. C. Smith.
Cincinnati, Ohio.....	23587	20	22144	21232	96	7759	.....	John Hancock.
Yates City.....	170	25	162	147	91	37	109	A. C. Bloomer.
Maroa.....	150	22	135	126	93	153	34	E. Philbrook.
Macomb.....	654	20	624	597	95.6	158	285	M. Andrews.
Creston.....	100	17	96	89	93	7	39	P. R. Walker.
Centralia.....	614	22	552	533	96.5	297	.....	J. N. Holloway.
East Aurora.....	1438	20	1357	1276	94	115	523	W. B. Powell.
Alton.....	1025	20	957	916	95	432	374	A. E. Haight.
Lewistown.....	381	20	352	327	93	42	116	Cyrus Cook.
West and South Rockford	1202	20	1105	1033	93.5	291	435	{J. H. Blodgett and O. F. Barbour.
Rushville.....	400	18½	364	352	96.4	72	211	John M. Coyner.
Shelbyville.....	525	20	491	426	86.7	186	137	Jephthah Hobbs.
Lasalle.....	685	22	558	523	93.8	110	201	W. D. Hall.
Belvidere (North Side)...	307	22	289	271	93.8	68	126	H. J. Sherrill.
Clinton.....	508	20	453	434	95.8	11	241	S. M. Heslet.
Galesburg.....	1547	20	1406	1290	91	296	370	J. B. Roberts.
Lexington.....	322	22	295	279	88	428	64	Dan'l J. Poor.
De Kalb.....	262	22	253	239	94	104	79	Etta S. Dunbar.

PERSONAL AND GENERAL ITEMS.

THE Japanese government have established an English school at Yeddo, and several American teachers have gone there as instructors.

REV. CHARLES C. SHACKFORD, of Boston, has accepted an appointment to a professorship of literature in Cornell University.

WE learn from the Ohio Educational Monthly that the public-school building of Cambridge, O., was destroyed by fire on the 27th of September. The schools were in session when the fire was discovered, but the eight hundred pupils were properly dismissed and all escaped without injury.

THE principal school-house in Virginia City, Montana, burned on the evening of November 12th.

THE University of Chicago has lately received from Mr. Geo. Haseltine, a well-known American solicitor in London, some valuable additions to its philosophical and chemical apparatus, embracing, among other things, a powerful Grove's battery, a full set of Geissler tubes, and one of the largest induction-coils ever imported.

MISS ABBIE J. DAY, who taught in the Peoria schools last year, died at Galva October 27th, of inflammation of the brain, after an illness of one week. We knew her as an unusually intelligent pupil, a conscientious and successful teacher, and a true woman.

JOHN M. STROTHER, a member of the editing committee of the Virginia Educational Journal, died at Richmond, October 1st.

At the examination for state certificates in Ohio, last summer, there were present twenty-three candidates, of whom fifteen were successful.

HENRY W. SAGE, of Brooklyn, is reported to have offered to Cornell University \$250,000 to found a department for female students.

THE result of the recent election in California may, perhaps, be claimed as an indorsement of the principle of compulsory education. In the platform of the successful party was a declaration in favor of a 'common-school system that shall not only extend its benefits to all but be compulsory on all'.

AN important convention of teachers, numbering about 2,000 persons, was held, not long ago, at Linz, in Austria. Resolutions were adopted declaring that the teaching of any religious creed is opposed to the fundamental principle of popular education, and that the employment of an ecclesiastical teacher of religion in the national schools is unwise and unnecessary.

REV. J. L. GAY, of Vincennes, has been elected to the chair of English Literature and Elocution in the Indiana State University, in place of Prof. Hoss, resigned.

EDUCATIONAL NEWS.

ILLINOIS.

STATE TEACHERS' ASSOCIATION.—The Eighteenth Annual Meeting of the Illinois State Teachers' Association will be held at Dixon, Tuesday, Wednesday and Thursday, December 26th, 27th and 28th, 1871.

PROGRAMME OF EXERCISES.

TUESDAY, Dec. 26th.—11.00 A.M., Opening Exercises. Appointing Committees, etc. 2.00 P.M., *President's Address*: J. H. BLODGETT. 2.45, *Methods of Teaching Elocution*: Miss L. C. PERKINS. 3.30, Recess. 3.40, Report of Committee on Amendments to the Constitution of the Association. 7.30, Address—*Religion in the Public Schools*: Col. L. H. POTTER.

WEDNESDAY, Dec. 27th.—Association meets in sections. *High-School Section*: J. B. ROBERTS, *Chairman*.—9.15 A.M., *Natural Sciences*—*To what extent should they be taught?* EDWIN P. FROST. 9.45, Discussion: Dr. GEORGE VASEY and BENJ. P. MARSH. 10.30, Recess. 10.40, *Course of Mathematics*: THOMAS METCALF. 11.10, Discussion: H. C. DEMOTTE and ——. *Intermediate Section*: M. ANDREWS, *Chairman*.—9.00 A.M., Opening Exercises. 9.15, *Subject Analysis*: J. W. COOK. 9.45, Discussion: O. T. SNOW and Miss MARY PENNELL. 10.30, Recess. 10.40, *Course of Study in Geography*: ENOCH A. GASTMAN. 11.10, Discussion: E. C. HEWETT and Miss S. E. RAYMOND. *Primary Section*: C. P. SNOW, *Chairman*.—9.00 A.M., Opening Exercises. 9.15, *Oral Instruction*: Miss A. G. PADDOCK. 9.45, Discussion: HENRY FREEMAN and W. B. POWELL. 10.30, Recess. 10.40, *Methods of Reading*: ——. 11.10, Discussion: F. HANFORD and — BENNETT. 12.00, Intermission. 2.00 P.M., *School Laws of Illinois*: Hon. NEWTON BATEMAN. 2.45, Discussion: J. L. PICKARD, RICHARD EDWARDS, B. G. ROOTS, and S. H. WHITE. 4.00, ——. 7.30, Address—*The New Departure in Education*: D. L. LEONARD.

THURSDAY, Dec. 28th.—9.00 A.M., Opening Exercises. 9.15, *Philosophy of Education as developed with the Deaf and Dumb*: P. G. GILLETT. This exercise will be illustrated with a class from the Deaf and Dumb Institution. 10.15, Discussion: ——. 11.35, Business. Intermission. 2.00 P.M., *School Government*: J. M. GREGORY. 2.50, Discussion. 3.20, General Business. Election of Officers. Reports of Committees, etc., etc.

Arrangements for music have not yet been made.

RAILROAD ARRANGEMENTS.

Members of the Association can obtain return tickets over the following roads for one-fifth of the full fare: Illinois Central; Indianapolis & St. Louis; Rockford, Rock Island & Saint Louis; Chicago, Burlington & Quincy; Ohio & Mississippi; Chicago & Northwestern; Chicago, Alton & St. Louis; and the Belleville & Southern-Illinois Division of the St. Louis, Alton & Terre-Haute. These are all of the roads from which the committee have been able to obtain any favors, in the way of reduced fare, up to the time that we go to press.

CHICAGO.—School affairs have settled down into a regular course. The schools were reopened on the 23d of October as it was promised. Since then the Lincoln and Newberry Schools have been reopened on the North Side; the latter is in care of Mr. Stowell, as formerly; and the former is under Mr. Hanford, who was Assistant-Superintendent till the fire, and at the reopening took the Skinner School. Mr. Baker now resumes the Skinner School. Mr. Boomer, of the Jones, we met a few days ago: he told us he was superintending a gang of workmen in the burnt district. The High School was resumed at first in the Normal Building, with some classes in the Brown and the Haven; but as the third story of the High-School building was as yet unoccupied by the courts and county officers, other rooms were provided for the county, and the school took that story, the branches from the Brown and Haven coming into two rooms in the Normal. Mr. Paine rejoined the corps of teachers. The Senior and First Middle Classes attend at the school-house from 9 A.M. till 12.15, spending all the time in recitation and exercises, and being expected to do all their studying at home. At 12.30 the Second Middle Class takes the same rooms for similar work. The Juniors are in the Normal. This plan is the best we can now have: but the pupils are not used to studying so much at home, and do not do as well as before the fire. About three-fourths of them have returned to school. . . . On the 4th of November the teachers were paid their salaries for the week before the fire. They are told that they shall be paid at the regular times hereafter. So far as school records are concerned, a new beginning is made at Monday, Oct. 30th, as if it were the beginning of the year. So much of the prior records is lost that it would be a waste of time and strength to try to connect the past with the present. . . . At a meeting of the Principals on Oct. 28th, Mr. Pickard gave the cheering news that all of the teachers had been heard from, so that there was no further question of safety. Miss Williams, who was so long unheard from that it had been feared that she was lost, had escaped to friends in Michigan. He told of arrangements for relief of the destitute among the teachers, and asked for information of cases of need. He also wanted children of the schools looked after and helped; and that school-books out of use should be got for them as far as possible. . . . The monthly institutes are discontinued, which is felt as a relief by almost all parties to them. . . . The salaries of the teachers are to be considered in the meeting of the Board of Education on the 21st. In one of the morning papers there has been published as a feeler the report of the

financial committee, which advises a reduction of a very large amount, varying from twenty-seven to forty per cent. The salaries of principals it cuts down from \$2,200 to \$1,600; ladies who are head-assistants, from \$1,000 to \$600: the lowest rate is set at \$450. What the board will do no one can foresee. If teachers are cut down more than city officers generally—and the report proposes such a reduction—the teachers will feel outraged: if they are put on the same footing with others, they will not complain. But the wages of laborers have risen: rents have risen greatly: cost of living generally has increased; and any action of the board which puts the teachers on poverty rates will soon scatter them; and the fame of Chicago schools, gained by paying the best prices for the best work, will go down with the change of policy. Some are hopeful that the reduction will not exceed twenty per cent.; but I fear that the plea of necessity will hasten premature action which will accord very little with the promises made at the general meeting of teachers soon after the fire.

S. W.

Later.—The Board of Education held a meeting on the evening of Tuesday, the 21st, and voted down a proposition to reduce teachers' salaries, and decided to postpone any action in regard to salaries, and to be governed in their future action by the course pursued respecting the salaries of other city employés. For the present, therefore, teachers receive the same pay as before the fire.

GALESBURG.—The Board of Education of this city, at a recent meeting, voted to establish an ungraded department in connection with their public schools. Pupils may be sent from the other schools to this department by the City Superintendent, for continued irregularity of attendance, ungovernable conduct, idleness, or for any other cause that the Superintendent may deem sufficient. This school is to be placed under the charge of a male principal, who is also to teach a class in the high school in the German language whenever the school authorities shall so direct. This department is designed to be in part reformatory, and it is expected that it will exert a beneficial influence upon the other schools, by affording the incorrigible and the culpably negligent a place by themselves, where their evil influence and example will not corrupt others. . . . We see that the colored population of Galesburg have been making a vigorous effort to secure the admission of their children to the same schools with the whites.

RUSHVILLE.—The schools of this place are under the charge of Mr. John M. Coyner. He has nine female assistants, whose salaries average \$50 a month. Forty-six pupils are enrolled in the high school, of whom seven young men are preparing for college. Written examinations are held monthly in all departments above the primary. They are expecting to occupy their new school-house in January. The schools are all prosperous and are well sustained by the people.

CASS COUNTY.—The Teachers' Institute of this county was organized on the 6th of November, at Virginia, and held three daily sessions on the 6th, 7th, 8th and 9th, and two on the 10th. Dr. H. Tate, County Superintendent, was elected President, and Miss M. E. Short Secretary. The programme consisted of addresses, essays, selected readings, papers on topics relating to school work, class exercises, and discussions of methods of teaching and school government. About half of the teachers of the county were in attendance, and seemed to enjoy and profit by the occasion. The next meeting of the institute can be made more useful in class ex-

ercises and drills, as the teachers of the county are finding out their wants, and will come better prepared to give one another the benefit of their methods and experiences; and an effort will be made to secure the services of some experienced educators from abroad to conduct class exercises.

HENRY COUNTY.—A session of the Henry County Teachers' Institute was held at Galva, during the week commencing Monday, Oct. 23d. No better-attended or more really useful session was ever held in the county. Dr. J. M. Gregory was present during the last day and evening. He gave an address on the subject of *Primary Teaching*, explaining the progressive stages of development of the mind of a child during the first years of his existence. In the afternoon he gave an interesting exercise upon the *Study of General History*, followed in the evening by a public address, in which he answered the query *Why we must educate*. The ground was taken that money spent in the work of popular education, by any community, is a paying investment; also, that the safety and even the possibility of a republican government upon a permanent footing is only insured by large and constant outlays of funds for the spread of popular intelligence. Sup't Hall, of Stark county, assisted in the exercises. With one or two exceptions, the remaining exercises of the institute were carried on by home talent, and no waste moments were allowed to pass for want of volunteers for both teachers and classes. Pupils from the Galva schools were brought in when required. Rev. Harry Brickett, of Geneseo, formerly a practical teacher in several of the New-England States, remained during the entire session, and, besides delivering an able and practical address on the subject of *Reading and Elocution*, on Wednesday evening, gave valuable aid by way of addresses, class exercises, remarks, and criticisms. Rev. R. M. Guild, of Galva, formerly Superintendent of the Galesburg Public Schools, also aided in a similar manner. S. C. Maltbie, Principal of Geneseo schools, presided, and delivered an evening lecture. One of the most concise, able and eloquent addresses of the session was delivered by Rev. Mr. Clark, of Galva, on the subject of *The Teacher's influence on the community*. Among the prominent thoughts advanced in this pithy address were, that, cavil and dictate as they may, the community, to all practical purposes, now leave the welfare of the rising generation in the hands of those who are trained and educated as teachers. Addresses and class exercises were furnished by Messrs. Clark, of Galva; Maltbie, of Geneseo; Gray and Cook, of Chicago; Harrington, of Annawan; Gray, of Kewanee; Irwin, of Wethersfield; Barge, of Cambridge; Vanderbilt, of Lafayette; and Griffin, of Orion; also, by Misses Goodenow, of Kewanee; Hartman, Bishop, Ives, Tilden, Nance, and Bennett, of Galva; Reed, Gibb, and others, of Geneseo; and Laird, of Orion. H. S. Comstock, Superintendent for Henry county, proved a valued and earnest worker, and was elected President for the ensuing year. . . . Henry county is one of the richest farming counties in the state, and her people are making provisions for public schools fully commensurate with her material wealth and prosperity. Probably no other county, away from the large cities, pays so liberal average salaries to teachers. The rest may be inferred: money attracts talent, and neat, commodious and pleasant surroundings are a natural and inevitable consequence.

C.

JACKSON COUNTY.—The Jackson County Teachers' Institute met in the City of Murphysboro, on Monday, the 6th day of November, and continued in session five days. Fifty-six teachers were present, being the largest number ever enrolled at any institute in Jackson county. The exercises were conducted, as heretofore, wholly by home talent. The programme was made out from day to day. The various class exercises were well conducted and very interesting, and the discuss-

ions were of a high order. J. T. Moulton, jr., had charge of the Grammar exercises; W. H. Morgan, Arithmetic; S. Harwood, Reading; J. M. Bowlby, Geography; Theodore James, Analytical Orthography; G. D. Yokom, U. S. History; and R. J. Young, Penmanship. Among the resolutions adopted by the institute was one asking the county court to appropriate money for a County Normal School or Institute, of four or five weeks, during the summer vacation. Under the efficient management of our County Superintendent, the standard of qualifications has been raised, from year to year, till now our teachers, as a class, will compare favorably with any in the state. Our schools are in a flourishing condition.

S.

KANE COUNTY.—The Teachers of Kane County held their institute at East St. Charles, commencing Tuesday, Nov. 7th, and continuing four days. The institute was divided into sections throughout one day; one section being occupied with primary work, and the other with intermediate and grammar-school work. The exercises were conducted by the teachers of the county, and were mostly of a practical character. The people of St. Charles offered free entertainment to those in attendance. A good number of the teachers of the county were present, and the session was considered a profitable one.

X.

KNOX COUNTY.—The Knox County Teachers' Association met in the chapel of the High-School building in Abingdon, October 19th, and continued in session three days. *Arithmetic*, mental and written, was presented by Messrs. Swafford and Chase. Superintendent Christianer conducted the exercises in music, illustrating a course of instruction which he thought might be pursued in our public schools. A model class in *Orthography* was introduced by Mrs. Mary Willis, and the subject was further presented by Mr. R. W. Beeson. Mr. Benj. Hunter, of Oneida, advocated the employment of Leigh's method with young pupils, and referred to the result of the experiment in the St. Louis schools, where by this method a gain was made of one year's time in acquiring the elements of reading. Miss M. E. Burr demonstrated that *Geography* can be taught successfully to very young students. Drill exercises in reading were given by Profs. Standish, of Lombard University; Lucy, of Abingdon College; and M. Andrews, of Macomb. Exercises in *Grammar* were also conducted by Prof. Standish, in a manner that gave universal satisfaction. Prof. Lucy discussed the subject of *Physiology*, and advocated its introduction into the lower grades of our schools, claiming that many practical lessons in this science may be comprehended by pupils of ten or twelve years of age. A large number of the teachers present participated in the discussion of the various subjects presented, and a very commendable interest was manifested. Pres. Gulliver, of Knox College, delivered a lecture one evening upon the *Relations of Colleges and Public Schools*. There were about one hundred teachers present, and much good work was done. The claims of the Teacher were not forgotten, and among the resolutions adopted by the institute at its close we find the following, for which the teachers of Knox county will please to accept our acknowledgments.

Resolved, That we regard the Illinois Teacher as an able educational journal, which we heartily commend to every teacher in the state.

LOGAN COUNTY.—The County Institute met at Lincoln, Monday, October 16th, and held a session of five days. Prof. E. C. Hewett, was present three days as an instructor. Instructions were given, also, by Prof. McGimpsey, of Lincoln University; Prof. S. S. Hamill; Henry L. Boltwood, of Princeton; and others. Evening lectures were given by Dr. Newton Bateman; Dr. J. C. Bowdon, President of Lincoln University; Prof. I. Wilkinson, Superintendent City Schools, Lincoln; and Dr. R. Edwards. An evening entertainment of readings was given by Prof. Hamill. The number of members enrolled was 112. About eighty per cent. of those actually engaged in teaching in the county were present. The large attendance, the interest manifested, and the practical character of the drills and instructions, make this, perhaps, the most successful meeting of the institute ever held. A resolution was passed commending the course taken by the County Superintendent in requiring candidates to undergo a thorough examination before granting them certificates.

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MACOUPIN COUNTY.—The Macoupin County Teachers' Institute was held at Brighton, commencing on the 13th of November and closing on the 17th. The most of the work was done by the teachers of the county. Dr. Sewall was present a portion of the time and conducted a normal class. On Wednesday evening he gave a lecture. The circular to the teachers of the county, issued by F. H. Chapman, County Superintendent, contains many valuable suggestions. One which we specially appreciated is to the effect that the teachers should take and read the *Illinois Teacher*.

PEORIA COUNTY.—The teachers of this county are holding a series of teachers' meetings, which are doing a good work. One was held on the last Saturday of October at Elmwood, which was attended by between fifty and sixty teachers. By changing the place of holding these meetings each month, they are made accessible to a large number of the teachers of the county. These are an outgrowth of the County Normal School, and are to be counted among the good fruits of such institutions when under the control of active, earnest men.

FROM ABROAD.

NEW ENGLAND.—The School-Committee of Providence, R. I., have appointed a special committee from their number to report on the subject of 'absenteeism from school', and also, if they deem it advisable, to prepare an act providing for the compulsory attendance of children at school, to be presented to the General Assembly at its next session. . . . At the semi-annual meeting of the New-England Association of Superintendents of Public Schools, held in Boston, October 19th, the *Marking System* being under discussion, Superintendent Philbrick, of Boston, offered the following resolution, which was unanimously adopted:

Resolved, That we consider the practice of marking the merit of the daily recitations of the pupils as objectionable, and recommend its discontinuance. We, however, approve and recommend marking the merit of written examinations.

. . . . The Massachusetts State Teachers' Association held its session in Boston, Oct. 20, 21, and 22. One day was given to section work. In the High-School Section the subject of *English Grammar* was fully and ably discussed. The very general opinion seemed to be that our grammar-teaching is a failure; that while the different parts of speech and the forms of words may be taught early, the course in technical grammar should be reserved for the high school.

INDIANA.—The State Teachers' Association will hold its session in Indianapolis, between Christmas and New-Year. It is to convene on Tuesday evening, and continue in session till Friday afternoon. During two half-days it will meet in sections. . . . With the October number Mr. W. A. Bell assumes the sole control and management of the *Indiana School Journal*. We like his salutatory and wish him success.

TEXAS.—This state, which has generally been regarded as somewhat behind the times in educational matters, appears to be waking up and bestirring herself preparatory to taking a more advanced position. She has her compulsory law and is organizing her schools, and what she wants just now, more than any thing else, is a supply of good teachers. She is offering good inducements, so far as salary is concerned, and is already drawing away teachers from less lucrative positions in the Northern States. Several lady teachers left Kansas for Texas some time ago, among whom was Miss Towne, who formerly taught in Illinois. The following communication, which we cut from the *Chicago Tribune*, shows the need and the effort making to supply it:

CLARKSVILLE, Texas, November 6.

SIR: Our state is greatly in need of teachers in the colored public free schools. I can give employment to fifty in my district, including the counties of Bowie, Red River, Lamar, and Delta, at a salary of \$75 per month, payable monthly; about two-thirds males and one-third females. They will be required to pass an examination in Orthography, Reading, Penmanship, Geography, Arithmetic, English Grammar, and History of the United States. As the schools are all ready for the teachers, they can be assigned as soon as they arrive. I write to you be-

cause I know no one in your city, and think many who are thrown out of employment would like to emigrate. Yours respectfully,

W. A. ELLETT,
Supervisor Eighth Judicial District.

NORMAL-SCHOOL ITEMS.—The California State Normal School has two sessions each year: the first beginning about the middle of June and ending early in October; the second beginning one week after the close of the first and continuing till the middle of March. The course of study extends through two years. The last session was the first one held at San José, where their new building is in process of erection. The number in attendance was 136—a larger number than at any former summer term. . . . The Rhode-Island State Normal School was opened, with appropriate dedicatory exercises, on Wednesday, September 6th. Addresses were made by Governor Padelford; Mayor Doyle, of Providence; Wm. Leach, Superintendent of the City Schools; and others. One hundred and fifty applicants for admission to the school presented themselves for examination. . . . The Connecticut legislature, at its last session, appropriated \$12,000 for the Normal School the present year, of which \$3,000 may be used in furniture, apparatus, etc. The building has been undergoing material alterations, and has been entirely refitted and rendered more convenient in all departments. The school opened with seventy-seven pupils. . . . The Wisconsin Normal Schools are reported to be in a prosperous condition. The Platteville School has an attendance of two hundred and fifty students. The school at Whitewater is full to overflowing. At each of these places an institute-class has been organized, for the benefit of those who intend to teach the coming winter. The new school at Oshkosh opened with fifty pupils, which number had increased in two weeks to one hundred and sixty.

NOTICES OF BOOKS AND PERIODICALS.

(*) MR. PERKINS is already well known to the musical public as an able composer and a skillful teacher. In the preparation of the *Song-Echo* he has evidently labored hard to prepare something new and worthy, and has met with a fair degree of success. The book contains—1st, A Course of Elementary Instructions; 2d, A variety of Rounds; 3d, Songs for Public Schools and Classes; 4th, Sacred Songs, Chants, Hymns, etc.; 5th, A Cantata, *The Crown of Reward*, for Schools and Exhibitions, by W. F. Heath. The Elementary Course is well presented, the author adhering to the principle with which he starts—the thing first, the symbol afterward. The course is, however, too brief for those who are beginning the work. The mysteries of absolute pitch and transposition follow rather hard upon the ‘do, re, mi’ of the tyro. There is little danger of too much elementary work. The experienced teacher may possibly supplement the introduction by judicious selections from the body of the work; but, alas! experienced teachers of music are not so abundant on the prairies as one might wish. Part 3d occupies the chief part of the book, containing about one hundred and thirty-five selections of various kinds. Most of them are new, and many are very pleasant. The Beautiful Hills, p. 162; Rocked in the Cradle of the Deep, p. 210; The Distant Chimes, p. 228, and many others, are *gems*, worthy a place in any collection of first-class music. It has occurred to us that the collection would not have materially suffered if the author had omitted a few bearing such ominous titles as ‘My Poor Heart is Sad’, ‘Home is Sad without a Mother’, etc.; but, where so much is good, it seems hypercritical to criticise. Part 4th contains a limited number of selections fit for devotional exercises, and of these few but two or three are generally known. One-third of Part Three could profitably give way to standard hymns and tunes of a devotional character. The Cantata is a somewhat pleasant little composition, but rather *young* in character for the bass part which appears in its choruses. The binding can hardly be considered as excellently done, nor is one prejudiced in favor of the book by its illustrated front. Indeed, the mechanical part of the work can readily be improved, as it doubtless will be in subsequent editions c.

(*) **SONG-ECHO.** By H. S. Perkins. J. L. Peters, New York; J. L. Peters & Co., St. Louis.



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